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# College and Research Libraries

Vol. IV, No. 2, March, 1943

Association of College and Reference Libraries

## College and Research Libraries

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# College and Research Libraries

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# Open Letter to Members of the A.C.R.L.

IN VIEW OF transportation difficulties, librarians, like other professional groups, are making drastic changes in their plans for travel. The opportunity to hold state, regional, and national meetings will be materially affected for the duration.

How can we make the best of this situation? It would be regrettable if a transportation problem prevented members of a profession such as ours from interchanging ideas as we are accustomed to do.

A suggestion comes from the editors of *College and Research Libraries*. It is that college and reference librarians make the best of this situation by substituting discussions in their journal for public discussions at regular meetings.

This proposal offers a means of coping successfully with the transportation problem. Accordingly, word has gone out to all of those who would ordinarily be in charge of programs, asking them to go ahead and arrange for discussions of timely interest to librarians to be prepared. The purpose of this statement, addressed to the membership as a whole, is to call to your attention the efforts that are being made to continue professional intercommunication under the present adverse conditions.

While the planning of discussions for possible publication in *College and Research Libraries* has many points in common with planning regular programs,

there are two differences that should be pointed out. The first is that all papers submitted to *College and Research Libraries* will, of course, have to be written out in full. They should be complete in every detail and ready to go to the printer. The second is that competition for space will mean that probably some of the papers will not be published. For the guidance of those who plan the discussions and of those who write the papers, the editors have listed the following as among the most important questions in terms of which papers will be selected for publication.

1. Does the paper, when considered along with others available for use, help cover the whole field of work represented by *College and Research Libraries*?
2. Does the discussion have substance. point? Is it a real contribution?
3. Is the method of treatment sound? Is it a good prose composition?
4. Does it contribute anything not already to be found in library literature?
5. Do we have space for it? Is it too long or unnecessarily long?

I should like to encourage all members of the A.C.R.L. and particularly all duly organized sections to accept the challenge thus presented to us by our own journal and to make it as effective a substitute as we can for the discussions to which we are accustomed at our regular meetings.

MABEL L. CONAT, *President*

# Government Publishing in Wartime

*A statement submitted to the United States government by the American Library Association.*

THIS MEMORANDUM presents observations and suggestions on government publishing in wartime based in part on the needs of educators, students, scholars, professional organizations, colleges, universities, schools, and libraries, but primarily on the usefulness of such persons and agencies to the government in getting the right publication to the right person at the right time.

It recognizes the wartime necessity for economical use of funds, manpower, and machinery and also the importance of keeping people informed. It discusses briefly the different kinds of publications issued by the government and makes specific suggestions to increase the efficiency of publishing and distribution procedures.

In its preparation the A.L.A. has had advice from representatives of the American Council of Learned Societies, National Research Council, Social Science Research Council, American Council on Education, and other scholars; from several government officials and employees; and from many general and special librarians. However, the American Library Association is alone responsible for the statement as presented.

## I. INTRODUCTION

The wartime increase in the powers and activities of the executive branch of

the government, the demand for speed in decision and action, the need for economy, the need for unity, the temporary curtailment of personal privileges, the eagerness of people to know what is going on and what they can do to help—all these factors increase the importance and add to the difficulties of government publishing in wartime.

The channels of communication between the government and the people must be kept open, possibly expanded. Speed and economy may be sought through improved administrative and editorial procedures, new technological advances in printing, and coordinated distribution.

## II. THE GOVERNMENT AS PUBLISHER

The government's responsibilities as publisher appear to fall rather naturally into the following categories:

- A. Administrative, legislative, and judicial reporting.
- B. Administrative rules, regulations, and announcements.
- C. Information and education.
- D. Research.

These categories are not always mutually exclusive. An administrative report, for example, is often useful in education or research but it would be classified as a report if reporting were the primary intention of the issuing agency. The classification is intended merely to lend clarity to the following discussion of the different kinds of government publications

and to assist in defining the kinds of documents to be distributed by the several methods described in the third section.

Publication is defined by Webster's *New International Dictionary* as "the issuing to the public of copies, now usually printed or similarly produced copies, of a book, engraving, or the like." When we speak of publications in this memorandum we mean printed and "processed" materials which either have been "issued to the public" or whose usefulness would be increased if "issued to the public."

#### A. Administrative, Legislative, and Judicial Reporting

It is a necessary function of administrative officials in a democracy to report periodically to the President or to the Congress and to the people on what they have done; and of legislative and judicial authorities to publish their reports, documents, proceedings, hearings, laws, and court decisions. We believe that such reporting is even more essential in war-time than in peace because of the great expansion of government activities and the greater urgency that people shall have information enabling them to act wisely and with confidence in their elected and appointed officials.

##### *Examples*

*Annual Report of the Civil Service Commission.*

*Annual Report of the Secretary of the Navy.*  
*The Congressional Record.*

*Reports and Documents of the House and Senate.*

*Hearings of the House and Senate Committees.*

*Official Reports of the Supreme Court.*

##### *Recommendations*

1. We recommend that all government

agencies be required to report periodically.

2. We suggest that any necessary curtailment for purposes of economy be effected through reduction in length (where that is possible without affecting substance), production in more economical form, and elimination of wasteful distribution; but not in discontinuing the reports or so limiting their editions as to prevent distribution to people who will make good use of them.

3. We urge that reports which, because of their confidential nature, cannot be given out now except to a restricted group of government officials, be held for general release after the war.

#### B. Administrative Rules, Regulations, and Announcements

These documents are produced in the normal everyday job of administration by the various agencies for the guidance of their own personnel, the information of other government agencies, and the instruction of particular groups of people, such as the leaders in one industry. They are the tools of the trade, the necessary implementation of administrative decisions and orders. These administrative documents are growing in number and importance with the increase in the administrative and quasi-legislative powers of the executive branch of the government.

##### *Examples*

*The Federal Register.*

*Regulations of the Office of War Information.*

*Service and Regulatory Announcements of the Bureau of Animal Industry.*

*Rules of the Supreme Court.*

*Calendars of the House and Senate.*

*Directives of the War Manpower Commission.*

##### *Recommendation*

4. In our opinion all administrative rules, regulations, and announcements (except those which are intended only for internal administration) should be made available

not only to officials and to the special groups concerned but also to the special and general libraries which serve those groups. It should be remembered too that these publications are a part of the record of the government's wartime activities and should be preserved in appropriate libraries and archives for the social scientist.

### C. Information and Education

The Office of War Information was created in recognition of the fact that people need many kinds of information if they are to participate helpfully in war activities and if they are to have intelligent opinions on the problems and issues which confront them as citizens. They need accurate news of events at home and on foreign fronts; information about the various government agencies and their several responsibilities; accurate and authoritative information on the techniques of daily living and working under war conditions; and assistance in developing a sound understanding of the wartime policies of the government, the civilian sacrifices those policies make necessary, and the postwar problems created by the war.

#### *Examples*

*Press Releases of the Office of War Information.*

*The United States Government Manual.*

*Vegetable Varieties of Soybeans.*

*Pre-Aviation Cadet Training in High Schools.*

*The Unconquered People.*

*Divide and Conquer.*

#### *Recommendations*

5. The need for informational and educational publications on such subjects as food, nutrition, health, fuel, conservation, care of children, civilian defense, technical training, and employment is even more urgent in wartime than in peace. Publications in these and other well-established fields of government activity should be continued as essen-

tially related to the war effort. Some now issued in very limited editions for a particular group should be reissued in large editions for a wider audience.

6. Readable publications designed to develop a fundamental knowledge of the meaning of democracy, the policies directing our war effort, the issues involved in those policies, the peace objectives of the United Nations, and the problems of postwar planning should be produced in attractive form and widely distributed to individuals, libraries, and other agencies.

7. Some news and press releases, in addition to their normal distribution, should be sent to selected research and reference libraries which need them for serious students and research workers.

### D. Research

The important research publications of the United States government are of three kinds: (1) Publications reporting the results of government research; (2) Publications presenting statistical and other information which is used as the basis for both government and private research; and (3) Indexes and bibliographies necessary to the effective use of research publications. These publications are important to the well-being of the American people; many are of direct value in the prosecution of the war.

#### *Examples*

*Journal of Research.* (Department of Agriculture and Bureau of Standards)

*Determining of Characteristics of Tapered Wings.* (National Advisory Committee for Aeronautics)

*Research: A National Resource.* (National Resources Planning Board)

*Financial Statistics of Cities.* (Bureau of the Census)

*Index-Catalogue of Medical and Veterinary Zoology.* (Bureau of Animal Industry)

*Index-Catalogue.* (Army Medical Library)

*Statistics of State School Systems.* (Office of Education)



### Recommendations

8. We believe that the publication of research should be recognized as an integral part of the research process. It seems patently unwise and uneconomical to spend millions for research which cannot reach its full and ultimate ends without publication. This is especially true of government research which, even though its immediate purpose might be achieved within a particular bureau without publication, is useful and important to the conduct of other similar research by other departments of the government and by private agencies.

9. In a war such as this we believe that a liberal interpretation of what will aid war-related research must be made. For example, the *Index-Catalogue of Medical and Veterinary Zoology* is an indispensable aid to research workers in tropical medicine, veterinary science, and conservation. As the first two of these fields are definitely related to the war, the discontinuation of this publication may hamper the war effort.

10. In issuing and distributing research publications during the war, we urge that the needs of scientists and institutions engaged in war-related research *all over the country* be remembered as well as the needs of those at work in Washington.

11. We believe that such curtailment as is necessary, either for economy or to avoid giving aid to the enemy, should be through *delaying* publication and *temporarily* limiting distribution and not by measures which will permanently jeopardize the work of scholars and scientists who need such materials.

12. As all government records and publications are useful for research, they should be properly preserved and distributed for such use.

### E. In General

As with research publications, it is our opinion that government publishing in general should not be considered as a separate activity but rather as a necessary arm of nearly every government agency. It is perhaps worth noting that govern-

ment publishing, contrary to some opinion, has not expanded as much as other government functions. Expenditures for printing are about five times what they were forty years ago, whereas the operating expenses of the government as a whole have increased nineteenfold. In 1900 government operating expenditures devoted to printing amounted to nearly 1 per cent; by 1940 this proportion had dropped to less than one fourth of 1 per cent. This is not to argue against economies which can result from better management, but these facts do indicate that the current volume of government publishing is by no means the domineering colossus so frequently suggested.

It is to be noted also that in recent decades the level of education has risen, interest in government activities has increased, and the agencies for disseminating information have become more numerous. There is greater opportunity now than ever before for the government to make good use of its publications.

### Recommendations

13. The codification of many documents into a relatively few numbered series within each department or issuing agency and the elimination of most unnumbered publications would be in the interest of economy and efficient handling. This practice has long been successfully followed by the Department of Agriculture and the Office of Education.

14. We believe that economies in printing and some simplification in handling would also result from the wide use of existing serial publications for releasing reports, regulations, information, and results of research, in preference to creating new publications and new series. All administrative orders and regulations which have effect outside the issuing agency, for example, might well be published in *The Federal Register*.



### III. DISTRIBUTION

We recognize that the problem of distributing government publications is enormously complex. Contributing to this complexity are such factors as the large number of issuing offices, the inequality of printing funds available to the several agencies, the many kinds of printed and "processed" documents, the fairly indiscriminate mixture of sales and free distribution, the somewhat unsystematic distribution by congressmen, and a very imperfect depository library system.

We are not unmindful of the necessity and economy of conveying information through newspapers, magazines, radio, and motion pictures; or of the desirability of sending reports, regulations, and other selected publications to national, state, and local officials; but as such methods and such distribution are without the province of this memorandum, we have not attempted to deal extensively with these problems.

The observations and suggestions which follow are based in part on the *needs* of educators, students, scholars, professional organizations, colleges, universities, schools, and libraries, but primarily on the *usefulness* of such persons and agencies to the government in getting the right publication to the right person at the right time.

#### *Recommendations*

15. We endorse the announced purpose of O.W.I. to bring about some organization of control over general "request" mailing lists. Such control, we think, should result in expansion where that is needed, as well as in curtailment, for it is certainly more important to the war effort to get publications into the hands of people who will make good use of them than it is to avoid a small percentage of ineffective distribution.

16. In preparing and revising mailing

lists, particular attention should be paid to the thousands of educators, students, and scholars, and especially to the schools, colleges, universities, libraries, and organizations with which they are associated. These individuals and agencies are always available for use in the dissemination of information, and through them the government can reach a very large portion of the public. In planning distribution to these groups the government agencies which know most about their needs, activities, and capabilities should be called upon for advice.

17. Because of the importance of getting government publications to the American people at this time, no existing channels of distribution should be closed unless better ones are opened up.

18. The purpose of free distribution should be, not to serve the purely personal interests of the recipient, but to advance the national welfare.

#### A. Depository Libraries

Five hundred and forty-four libraries have been designated by congressmen as depositories of United States government publications. One hundred and twenty-three of these are, by choice, "all" depositories and receive all printed documents available for distribution to depository libraries by the Superintendent of Documents. The other 421 libraries receive only those series of printed documents in which they have indicated an interest.

#### *Recommendation*

19. We think the depository library system, in spite of its obvious imperfections, should be continued until the long-needed field survey of depository libraries can be made, possibly after the war. (Note also recommendation 21.)

#### B. Libraries in General

We believe that the government should make maximum use of libraries as agencies for getting war-related publications to the

people who are to use them. The discontinuation of general mailing lists and the curtailment of special mailing lists may handicap the war effort if individuals and organizations dropped from the lists are not otherwise able to have access to the publications they need. Individual requests for free and sale copies of particular documents will in part meet this need. We think that a large part of the need should be met by libraries.

There are in the United States some:

6200 public libraries (city, county, and state)

1700 college and university libraries (including teachers colleges, technical schools, and junior colleges)

6000 to 7500 school libraries (depending on how small a collection of books is called a library)

1500 to 2000 special libraries (including business, banking, technical, law, medicine, legislative reference, etc.)

It should also be emphasized that many public, university, and school libraries have several branches. One large public library has 65; a large university library has 80; one large school system has 127. (It is also necessary to record the unfortunate fact that many communities do not have adequate libraries of any kind.)

Many libraries are staffed by librarians skilled in making printed matter serve the needs of their clientele and eager to advance the nation's war effort. They can and do bring publications to the attention of many millions of people, individually and in groups, and they try to make a practice of having each publication on hand when it is wanted, immediately on publication or any time thereafter. Many of the people who use libraries are employed in war industries or engaged in other war activities; they need access to government publications.

### Recommendations

20. We endorse O.W.I. *Regulation 5*, Section 7, providing that library mailing lists be continued and also that libraries be asked to justify the retention of their names on "request" lists. Libraries would prefer, for reasons of economy, to justify their place on mailing lists to one agency for groups of publications rather than to each issuing agency for particular publications. Such justification should also allow requests for additional publications, printed and "processed," not now being received.

21. We believe that arrangements should be made to supply "all" depository libraries<sup>1</sup> or important reference and research libraries selected on a regional basis, with complete files of both printed and "processed" publications for United States government officials now widely distributed over the country and for students and scientists in general. If some of these publications are temporarily restricted, they should be held for distribution to these libraries after the war.

22. Approximately seven hundred large library systems, public (state, county, and city), university, and school, should receive all war-related publications, including multiple copies for branches and departments as needed.

23. Five to ten thousand additional public, college, school, and special libraries, in accordance with their need and with the availability of copies, should receive all war-related publications issued by government agencies *for the information and education of the general public*. These publications should be pre-selected and distributed as soon after publication as possible.

24. Special libraries devoted to engineering, medicine, law, art, technology, business, banking, and other special subjects, should promptly receive documents related to their special interests and needs. If some documents in these fields must be temporarily restricted, they should be held for these libraries until after the war.

25. Some of the information and education publications, particularly those concerned with the developing of an under-

<sup>1</sup> See Section A, page 104.

standing of government policy or with personal participation in war activities, which the government desires to have reach practically everybody in the country, should be sent to selected libraries in quantity for distribution to the public.

#### C. Sales

The Superintendent of Documents in the fiscal year 1940-41 sold twenty-four million documents for a total of \$1,300,000. Large as these figures are, we believe they can be greatly increased and that by increasing sales, much free distribution of the shotgun variety can be eliminated. We are convinced that many individuals and institutions would willingly buy government publications if buying were made easy.

##### *Recommendations*

26. There should be established a sales stock of all or most emergency publications as well as regular publications, "processed" as well as printed.

27. An appropriate government agency should be authorized to operate retail stores in several regional centers for over-the-counter and mail-order sales of documents and to promote sales through appropriate local agencies, such as bookstores, department stores, and libraries.

28. Mail-ordering should be facilitated by enabling purchasers in the easiest possible manner to order through their local post office.

#### D. Foreign Distribution

In spite of the earnest endeavors of many federal agencies, the government's distribution of documents to foreign countries is inadequate and, as a whole, unplanned. Division of responsibility and authority appears to be the cause of much difficulty in getting needed documents to officials, libraries, and scholars of foreign

countries and to American officials stationed abroad.

##### *Recommendation*

29. It is urged that a program of distribution to other countries and to our own representatives abroad, commensurate with the needs of the situation in wartime, be made and inaugurated with all possible speed and that stocks of restricted publications be reserved for foreign distribution after the war.

#### IV. LISTING AND CATALOGING

No amount of intelligent advance care with mailing lists will put all documents in sufficient quantities into the hands of all the people and institutions able to make appropriate use of them. Legitimate requests for free copies as well as orders for sale copies would be greatly facilitated by better lists, more promptly issued, more widely distributed. The existing cataloging, as exemplified by the *Price Lists*, *The Weekly List*, and *The Monthly Catalog*, all issued by the Superintendent of Documents, have long been inadequate.

*The Weekly List*, which is largely an advertising device, does not meet the present urgent need for a comprehensive current list of government publications. *The Monthly Catalog* no longer records all documents printed at the Government Printing Office, never has included publications issued by the field agencies and offices, and, although an attempt was made in 1936 to incorporate in it the important "processed" documents, has never even approximated complete coverage. The Service Division, Bureau of Public Inquiries, Office of War Information, and the Office of Education have both attempted selective lists of national

*(Continued on page 119)*

By ERNEST J. REECE  
With the Assistance of Students at the School of Library Service<sup>1</sup>

## College and University Library News, 1941-42<sup>2</sup>

*Mr. Reece is Professor of Library Service,  
Columbia University.*

PURSUANT to long-standing custom there is collected here current information pertaining to college and university libraries.<sup>3</sup> No claim is made to exhaustiveness, the aim having been to gather items of prominence and general interest. Owing to conditions of the year, the total bulk is somewhat reduced from that of recent reports and at certain points the emphasis has changed. In general, fewer notable accessions are recorded, and attention is lessened to new services, to the consideration of aims and purposes, and to such matters as the normal exhibits and publications by libraries. There has been lively concern

for technical problems, especially those of cataloging, and a rise in cooperative endeavor and in shifts of position at some levels. The war of course has had a marked influence in diverse ways.

As the decrease in outstanding acquisitions might suggest, gifts of books and collections hold a relatively modest place in the news. Bates added 234 volumes for its Chase room;<sup>4</sup> Bowdoin a film set of pre-1800 American periodicals;<sup>5</sup> Harvard the James family papers,<sup>6</sup> pieces from the Matt B. Jones library,<sup>7</sup> William Blake material,<sup>8</sup> and extensive Quiller-Couch first editions;<sup>9</sup> Wesleyan the four thousand Greek, Latin, and other Wadsworth items;<sup>10</sup> and Yale the Van Vechten Gertrude Stein library<sup>11</sup> and the Gissing collection of George M. Adams.<sup>12</sup> Columbia received from Frederick Coykendall valuable nineteenth-century Anglo-Irish literature and from other sources various American letters and autographs and three epistles of John Stuart Mill.<sup>13</sup>

Abbreviations used in footnotes: A.A.C. Bull.—*Association of American Colleges Bulletin*; A.A.U.P. Bull.—*Bulletin of the American Association of University Professors*; A.L.A. Bull.—*A.L.A. Bulletin*; Bull. of Bib.—*Bulletin of Bibliography*; C&R.L.—*College and Research Libraries*; J.H.E.—*Journal of Higher Education*; L.J.—*Library Journal*; L.Q.—*Library Quarterly*; P.W.—*Publishers' Weekly*; and S&S.—*School and Society*.

<sup>1</sup> Students as follows participated in gathering material: Margaret Augustine, Eleanor Fleming, Helen Gaffney, Thomas F. Gardner, Ruth Gilman, Catharine A. Greene, Marit A. Johnson, Irene MacDonald, Sylvia Mechanic, Mildred Tabb, Dorothy S. Truesdale, Pauline Whitlock.

<sup>2</sup> This summary normally would have been presented at the 1942 Conference of Eastern College Librarians at Columbia University. Although this meeting was omitted, the report has been prepared in the usual way as being of possible interest to members of the conference and to others. The period approximately is that dealt with in publications bearing dates from Nov. 1, 1941, to Oct. 31, 1942, inclusive.

<sup>3</sup> The present summary is the eighteenth in a series. Number seventeen was published in *Library Journal* 66:1075-81, and citations to earlier ones appeared in *Library Journal* 65:1071.

<sup>4</sup> Bates College. *Report . . . 1941-42*, p. 18.

<sup>5</sup> Bowdoin College. *Library. Report . . . 1941-42*, p. 33.

<sup>6</sup> *Harvard University Library Notes* 4:74-79.

<sup>7</sup> *Ibid.* 4:95-96.

<sup>8</sup> *Harvard University. Reports . . . 1940-41*, p. 354-55.

<sup>9</sup> Wesleyan University. *Library. About Books*, v. 12, no. 3-4, p. 1-4.

<sup>10</sup> *Yale University Library Gazette* 16:45-47; *P.W.* 141:526.

<sup>11</sup> *Yale University Library Gazette* 16:47-50; *P.W.* 141:526.

<sup>12</sup> Information from Acquisitions Department of Columbia University Libraries.



Fordham's "Friends" gave it the six thousand volumes of the late Spanish ambassador, Don Juan Riano y Cayangos.<sup>13</sup> Queens College of New York has the 1500 philosophy titles once belonging to Professor Prall of Harvard<sup>14</sup> and a donation for increasing them made by the graduating class. To Princeton there came the impressive Garrett Arabic and other books and manuscripts<sup>15</sup> and from Andre de Coppet, on "extended loan," thirty thousand documents from the archives and papers of Eugene Beauharnais, Napoleon's stepson.<sup>16</sup> Bryn Mawr received 1500 diversified pieces from Professor Shorey's library,<sup>17</sup> Pennsylvania State the Plumb Bible collection,<sup>18</sup> and Buffalo the Gratiwick penology material and ten thousand volumes of miscellaneous literature, besides liberal additions to its poetry books and manuscripts.<sup>19</sup> Indiana fell heir to the private libraries of Samuel and Theophilus Wylie,<sup>20</sup> and Michigan to the 3300 Cross items on English history, the Thieme volumes on poetry, bibliography, and the French renaissance,<sup>21</sup> and various inscribed bamboos.<sup>22</sup> Wisconsin got Professor L. P. Jones's scientific library,<sup>23</sup> Nebraska Thomas Kimball's architectural material,<sup>24</sup> and Oklahoma eight hundred volumes as a memorial to Theodore H. Brewer.<sup>25</sup> There were donated to Scripps the six thousand books, manuscripts, and letters of the late John I. Perkins,<sup>26</sup> and to Southern

California the collection on the Catalina Islands left by Librarian Emeritus Charlotte M. Brown.<sup>27</sup> The Bryan deposit of 1800 historical volumes at North Carolina was converted into a gift.<sup>28</sup> William and Mary added various family and personal papers,<sup>29</sup> and Johns Hopkins the collection of William Hand Browne, former librarian and professor of English.<sup>30</sup> Rochester gained a first edition of Massinger's *Bondman* and a collection of engravings of American cataracts.<sup>31</sup> Abroad, Cambridge reported receipt from Sir Stephen Gaselee of over 270 books, mostly of early sixteenth-century printing.<sup>32</sup>

Notable acquisitions other than gifts include at Princeton an unpublished poem of Thomas Campbell<sup>33</sup> and a first edition of Gosson's *Ephemerides of Phialo*.<sup>34</sup> Columbia secured the balance of the Seligman collection and a first edition of Sir Henry Wotton's *Elements of Architecture*.<sup>35</sup> Temple arranged to add the microfilmed American Culture series and to exchange cards covering it for those of Pennsylvania's American Periodicals series.<sup>36</sup> At Denver microfilm copies of some of the chief European library periodicals are in hand.<sup>37</sup> California at Los Angeles has obtained the collection on money and banking of ex-Senator Gore,<sup>38</sup> New Mexico is bringing together Southwest historical source materials,<sup>39</sup> and

<sup>13</sup> Fordham University. *Report*, 1941, p. 21.

<sup>14</sup> *C.&R.L.* 3:264; *L.J.* 67:358.

<sup>15</sup> *S.&S.* 56:109; *Princeton University Library Chronicle* 3:113-48.

<sup>16</sup> *Princeton University Library Chronicle* 3:45-51.

<sup>17</sup> Bryn Mawr College. *Report* . . . 1940-41, p. 33.

<sup>18</sup> *L.J.* 67:180.

<sup>19</sup> University of Buffalo. *Report* . . . 1940-41, p.

14.

<sup>20</sup> *C.&R.L.* 3:93.

<sup>21</sup> University of Michigan. *Report* . . . 1940-41,

p. 211, 217.

<sup>22</sup> *Ibid.*, p. 211.

<sup>23</sup> *L.J.* 67:483.

<sup>24</sup> *C.&R.L.* 3:343.

<sup>25</sup> *L.J.* 67:639.

<sup>26</sup> *A.A.C. Bull.* 28:490-91.

<sup>27</sup> *C.&R.L.* 3:192.

<sup>28</sup> *Ibid.* 3:266.

<sup>29</sup> *Ibid.* 3:190-91.

<sup>30</sup> Johns Hopkins University Library. *Ex Libris*

11:141.

<sup>31</sup> University of Rochester Library. *Fortnightly Bulletin*, vol. 20, no. 9, p. 1.

<sup>32</sup> Cambridge University Library. *Report*, 1940-41,

p. 1-14.

<sup>33</sup> *Princeton University Library Chronicle* 3:31-32.

<sup>34</sup> *Ibid.* 3:107-08.

<sup>35</sup> Information from Acquisitions Department, Columbia University Libraries.

<sup>36</sup> *Temple University Library Bulletin*, vol. 8, no.

1, cover page.

<sup>37</sup> *C.&R.L.* 2:93; *Ibid.* 3:343.

<sup>38</sup> *Ibid.* 3:192.

<sup>39</sup> *Ibid.* 3:93.



Texas has assembled over one thousand photographs of old buildings which still stand in its state.<sup>40</sup> Indiana procured the Oakleaf Lincoln library.<sup>41</sup>

### Published Notices

Various items and collections received mention in print, for the record and to make them known. C. K. Shipton told of the Harvard archives;<sup>42</sup> *Collector's Guide* reprinted much of an article on the Brown Lincoln material which previously had appeared in *Abraham Lincoln Quarterly*;<sup>43</sup> Yale reported on its extra-illustrated copy of Sanderson's *Biography of the Signers to the Declaration of Independence*;<sup>44</sup> and an article in *American-German Review* dealt with the Jesse Isidore Straus manuscripts at Vassar.<sup>45</sup> Several passports printed in France by Benjamin Franklin and preserved in American libraries got notice from the pen of Randolph G. Adams.<sup>46</sup> For the Clements library at Michigan there was set forth its Greenly Lincoln collection,<sup>47</sup> and for Illinois its store of newspapers.<sup>48</sup> Doane brought together the facts about college and university libraries in Wisconsin;<sup>49</sup> there appeared an historical account of the library at New Mexico Highlands University;<sup>50</sup> growth of the state collection at Texas was described;<sup>51</sup> announcement was made of the establishment of the Robert E. Lee Archives at Washington and Lee<sup>52</sup> and of the Archives of American Civilization

at Princeton;<sup>53</sup> and the Florida historical source material at the John Carter Brown Library was characterized.<sup>54</sup>

Library resources continue to be enhanced by money gifts. The Carnegie Corporation appropriated \$55,800 for books to eleven technological colleges,<sup>55</sup> \$5,000 to selected liberal arts colleges for educational periodicals,<sup>56</sup> and an unspecified amount to Michigan for micro-filming title pages and tables of contents of certain early English books in American libraries.<sup>57</sup> A Rockefeller grant of \$50,000 went to Amherst in pursuance of the agreement to match contributions to the Folger library;<sup>58</sup> while other libraries to benefit from the same donor were those at Harvard, Brown, Oxford and the London School of Economics in England, and Chile in South America.<sup>59</sup> Some of Stanford's special libraries received aid through the bequest of Timothy Hopkins' estate to the university.<sup>60</sup> Bowdoin came into a fund of \$1,000 as a memorial to W. C. Merryman,<sup>61</sup> and the New York Literary Foundation gave Upsala \$150 for books in Germanic literature.<sup>62</sup> Occidental's "Library Associates," formed to promote enrichment and development, held their first meeting.<sup>63</sup>

Discussions of function have taken an unusual turn. Apart from a suggestive general article by Seelye on what libraries might contribute to college programs and activities,<sup>64</sup> the interest is in specialized aspects of the subject. Walling took up

<sup>40</sup> *Ibid.* 3:191.

<sup>41</sup> *Ibid.* 3:343.

<sup>42</sup> *C.&R.L.* 3:50-56.

<sup>43</sup> *Collector's Guide*, April-May-June, 1942, p. 9-11.

<sup>44</sup> *Yale University Library Gazette* 16:50-57.

<sup>45</sup> *American-German Review*, vol. 8, no. 1, p. 16-18, 36; no. 2, p. 8-10, 39.

<sup>46</sup> *Rutgers University Library Journal* 5:5-8.

<sup>47</sup> *Michigan Alumnus Quarterly Review* 47:318-27.

<sup>48</sup> *Illinois Libraries* 24:71-77.

<sup>49</sup> *L.J.* 67:515-19.

<sup>50</sup> *New Mexico Library Bulletin* 2:7-8.

<sup>51</sup> *Texas Library Association. News Notes*, April 1942, p. 7-9.

<sup>52</sup> *C.&R.L.* 3:342-43.

<sup>53</sup> *Ibid.* 3:92.

<sup>54</sup> *Florida Historical Quarterly* 20:3-46.

<sup>55</sup> *C.&R.L.* 3:190; *A.L.A. Bull.* 35:708.

<sup>56</sup> *A.L.A. Bull.* 36:45.

<sup>57</sup> *P.W.* 140:2247.

<sup>58</sup> *Amherst College. Report . . . 1941*, p. 19.

<sup>59</sup> *A.L.A. Bull.* 36:90.

<sup>60</sup> *A.A.C. Bull.* 28:148.

<sup>61</sup> *Bowdoin College. Report . . . 1941-42*, p. 33.

<sup>62</sup> *A.A.C. Bull.* 28:313.

<sup>63</sup> *C.&R.L.* 3:192.

<sup>64</sup> *L.J.* 67:567-71.

the answering of book needs in survey courses<sup>65</sup> and Stanford the implications to libraries of honors courses;<sup>66</sup> while Kuhlman included college and university libraries in his consideration of policies affecting research.<sup>67</sup> Hoole dealt with the place of music in one library,<sup>68</sup> and Young with phases of reading guidance.<sup>69</sup>

The brake which the war has tended to put upon extensions seems to be reflected in a paucity of new services. Fisk has experimented with an open-shelf room designed to supplement the materials for reading on regular course work.<sup>70</sup> The Denver films of European library periodicals are announced as available for the making of copies.<sup>71</sup> Teachers College at Columbia has introduced a number of new features which are included among devices described by Witmer.<sup>72</sup> Beyond the examples mentioned in this paragraph, reliance apparently is mainly upon established facilities.

Considerable interest is evident, however, in measuring resources and results. Book stock was dealt with from this standpoint by Stone,<sup>73</sup> and circulation records were studied at Hamilton<sup>74</sup> and Norwich.<sup>75</sup> More specialized aspects were brought out by Eells in his attention to the reading of periodicals by junior college students<sup>76</sup> and by Lancaster in an investigation of the dependence upon libraries by student teachers.<sup>77</sup> An over-all approach

to the evaluation of university library service appeared in an article by Purdy.<sup>78</sup>

### Administration

Administration in its numerous facets claims moderate space in the periodicals. Hanson discussed organization and reorganization at Chicago and Wisconsin,<sup>79</sup> Thompson the background of department libraries,<sup>80</sup> and Coney<sup>81</sup> and Ellsworth<sup>82</sup> the distributing of departmental book appropriations. As possibly bearing on such matters, one professor stressed the innocence of faculty committees regarding library management,<sup>83</sup> and another considered problems of collaboration between teaching staffs and librarians.<sup>84</sup> The task in a university library of adapting book stock, technical organization, and reference service to the needs of undergraduates was set forth by Lund.<sup>85</sup> Means of providing for current expenses were treated, the difficulty being pointed out of interesting large donors in such financing.<sup>86</sup> The equipment of staff members received attention in McDiarmid's comments on their preparation through experience,<sup>87</sup> also in an article by MacGregor.<sup>88</sup> Light on the status of staffs came from developments in the New York City colleges,<sup>89</sup> while more was promised in connection with a reclassification of library positions in California.<sup>90</sup> N. Orwin Rush argued for the exploiting of special collections as

<sup>65</sup> *L.Q.* 12:75-93.

<sup>66</sup> *Ibid.* 12:221-45.

<sup>67</sup> *Ibid.* 12:585-600.

<sup>68</sup> *S.&S.* 35:260-63.

<sup>69</sup> *L.J.* 67:25-28.

<sup>70</sup> *Ibid.* 67:837-38.

<sup>71</sup> *C.&R.L.* 3:343.

<sup>72</sup> *L.J.* 67:718-19.

<sup>73</sup> *L.J.* 66:941-43.

<sup>74</sup> *L.Q.* 12:94-108.

<sup>75</sup> Norwich University Library. Report, 1941-42, p. 8-10.

<sup>76</sup> *L.Q.* 12:474-85.

<sup>77</sup> Lancaster, J. H. *Use of the Library by Student Teachers*. 1941.

<sup>78</sup> *L.Q.* 12:638-44.

<sup>79</sup> *L.Q.* 12:519-32.

<sup>80</sup> *Ibid.* 12:49-74.

<sup>81</sup> *Ibid.* 12:422-28.

<sup>82</sup> *Ibid.* 12:486-94.

<sup>83</sup> *College English* 3:295-97.

<sup>84</sup> *J.H.E.* 13:146-49, 172.

<sup>85</sup> *A.A.U.P. Bull.* 28:480-88.

<sup>86</sup> *S.&S.* 55:102-04.

<sup>87</sup> *L.Q.* 12:614-21.

<sup>88</sup> *L.J.* 67:259-61.

<sup>89</sup> *C.&R.L.* 3:43-45.

<sup>90</sup> *Ibid.* 3:192.

a fruitful advertising device.<sup>91</sup> Several libraries were cited for distinctive publicity.<sup>92</sup> The year's A.L.A. statistics appeared according to schedule.<sup>93</sup> Bishop treated rare book rooms, although only partly in relation to colleges and universities.<sup>94</sup>

Whether from conviction or because of exigencies, cooperative enterprises abound. Lowell treated their achievements and status comprehensively,<sup>95</sup> and Kuhlman edited a compilation touching their aspects in Nashville and in the South.<sup>96</sup> Meanwhile the Pacific Northwest Library Association went ahead with the survey of its region;<sup>97</sup> the "valley colleges" in New England held meetings looking to unified effort;<sup>98</sup> North Carolina, Duke, and Tulane pursued their concerted plan for acquiring Spanish-American materials;<sup>99</sup> North Carolina worked with the Library of Congress on legislative journals;<sup>100</sup> co-ordination was being perfected in the Atlanta-Athens district in Georgia;<sup>101</sup> and the Nashville project was housed in the new Joint University Library building.<sup>102</sup> Also, the Philadelphia Center produced a basic union list of microfilms<sup>103</sup> and established itself at the University of Pennsylvania;<sup>104</sup> the Bibliographical Planning Committee of Philadelphia issued the report of its resources survey;<sup>105</sup> Denver

promoted a new serial list;<sup>106</sup> the facts about union catalogs generally were gathered under the editorship of Downs;<sup>107</sup> and the New England Deposit Library began operation.<sup>108</sup> It is of interest also that a college and reference section of the state library association was organized in Kentucky;<sup>109</sup> that California college and university librarians met to consider defense problems;<sup>110</sup> that the Carnegie Corporation gave \$5000 to advisory groups on academic libraries;<sup>111</sup> and that the American Library Association, with the help of a grant of \$110,000 from the Rockefeller Foundation, is planning to fill gaps in the files of American journals and books in European and Asiatic research institutions when the war is over.<sup>112</sup>

### Technical Organization

Concern for effective technical organization has run high. Donohue proposed a system and schedule for departmental ordering of books;<sup>113</sup> Bernt took up weeding procedures;<sup>114</sup> Coldren discussed the supplying and replacing of destructible materials assigned to classes;<sup>115</sup> Plant treated the handling of periodicals;<sup>116</sup> Pratt told of the use of International Business Machines in the circulation department at Florida<sup>117</sup> and also explained the fine rates now in effect there.<sup>118</sup>

<sup>91</sup> *L.J.* 67:210-11.

<sup>92</sup> *A.L.A. Bull.* 36:522, 527.

<sup>93</sup> *Ibid.* 36:112-15, 120-31.

<sup>94</sup> *L.Q.* 12:375-85.

<sup>95</sup> Lowell, M. H. *College and University Library Consolidations*. 1942.

<sup>96</sup> Kuhlman, A. F., ed. *Development of University Centers in the South*. 1942.

<sup>97</sup> *C.&R.L.* 3:265.

<sup>98</sup> Smith College. *Report . . . 1940-41*, p. 27-28.

<sup>99</sup> Duke University. *Report . . . 1940-41*, p. 91; *Revista Iberoamericana* 4:249-52.

<sup>100</sup> *C.&R.L.* 3:92.

<sup>101</sup> *University Administration Quarterly* 1:5-9.

<sup>102</sup> *C.&R.L.* 3:102-16, 138.

<sup>103</sup> *Bull. of Bib.* 17:133; *C.&R.L.* 3:265.

<sup>104</sup> *L.J.* 66:1015.

<sup>105</sup> *Bull. of Bib.* 17:132.

<sup>106</sup> *Ibid.* 17:156.

<sup>107</sup> Downs, R. B., ed. *Union Catalogs in the United States*. 1942.

<sup>108</sup> *L.J.* 67:358; *Harvard University Library Notes* 4:111.

<sup>109</sup> *C.&R.L.* 3:266.

<sup>110</sup> *L.J.* 67:312.

<sup>111</sup> *A.L.A. Bull.* 36:45.

<sup>112</sup> *C.&R.L.* 3:42, 206, 268; *A.L.A. Bull.* 36: P-11-12.

<sup>113</sup> *J.H.E.* 13:77-80.

<sup>114</sup> *L.J.* 67:22-24.

<sup>115</sup> *C.&R.L.* 3:46-49.

<sup>116</sup> *Ibid.* 3:57-63.

<sup>117</sup> *L.J.* 67:302-03.

<sup>118</sup> *Ibid.* 67:806.

Cataloging continued to excite controversy, the new A.L.A. code being considered by Ludington,<sup>119</sup> Smith,<sup>120</sup> and Ellsworth,<sup>121</sup> and the cataloging "crisis" by Heyl.<sup>122</sup> Miller dealt with the use in three institutions of the card catalog.<sup>123</sup> Tauber sketched the history of classification in college and university libraries,<sup>124</sup> and Anderson that of the cataloging in the Harvard law library.<sup>125</sup> Bolz<sup>126</sup> and Reynolds<sup>127</sup> grappled with general binding and mending problems, and Barr with those pertaining especially to periodicals in wartime.<sup>128</sup> Michigan reported an increase in photostat operations.<sup>129</sup> Suggestions for the improvement of bookplates came from Tufts.<sup>130</sup> Pittsburgh reported on a course in the use of the library,<sup>131</sup> and Pennsylvania State issued a students' handbook.<sup>132</sup>

### *Effect of War*

The outbreak of war came near the beginning of the year now under review, and its effect has been pervasive. Charles H. Brown sounded a call for action,<sup>133</sup> Lund provided a cautionary note,<sup>134</sup> and the Office of Education issued a pamphlet which may increase dependence upon libraries in the period.<sup>135</sup> Defense and war activities were enumerated as a result of a California conference<sup>136</sup> and of surveys by Wilson,<sup>137</sup> Hanley,<sup>138</sup> and Mohrhardt;<sup>139</sup>

and those in force locally were reported for Brown,<sup>140</sup> Iowa State,<sup>141</sup> Oregon,<sup>142</sup> and Long Beach Junior.<sup>143</sup> Notable examples instanced are the information centers,<sup>144</sup> efforts on the Victory Book Campaign,<sup>145</sup> and exhibits.<sup>146</sup> Pennsylvania State has a war film library, available for the extension work of the college and for defense training throughout the state.<sup>147</sup> Harvard issued a selected civilian defense bibliography,<sup>148</sup> and Yale has continued its assembling of ephemeral material bearing upon the war.<sup>149</sup> Techniques and methods to meet emergency needs have claimed some attention, in application to college libraries as well as to others, in Landon's paper on the preservation of wartime material<sup>150</sup> and in Cowles' article on indexing in certain fields affected by defense and related concerns.<sup>151</sup> What has been done to libraries comes out in Russell's statement on conditions in war areas,<sup>152</sup> in the account of the burning at the University of the Philippines,<sup>153</sup> and in Pringle's story of the situation at Hawaii,<sup>154</sup> and, at home, in the departure of staff members for military service<sup>155</sup> and in the new responsibilities accelerated programs have brought.<sup>156</sup>

<sup>119</sup> *Ibid.* 3:38-42.

<sup>120</sup> *Ibid.* 3:31-37.

<sup>121</sup> *A.L.A. Bull.* 35:702.

<sup>122</sup> *Ibid.* 36:66-68.

<sup>123</sup> University of Oregon. Library Staff Association. *Call Number*, vol. 3, no. 2, p. 7-8.

<sup>124</sup> Long Beach Junior College Library. *Report*, 1942, p. 1.

<sup>125</sup> *C.&R.L.* 3:264.

<sup>126</sup> *Temple University Library Bulletin*, vol. 8, no. 2; *L.J.* 67:312; Alfred University. *Reports* . . . 1941-42, p. 32.

<sup>127</sup> *L.J.* 67:312; University of Pennsylvania Library Chronicle 10:43-81; University of Rochester Library. *Fortnightly Bulletin*, vol. 21, no. 1, p. 1.

<sup>128</sup> *J.H.E.* 13:389-90.

<sup>129</sup> Harvard University Library Notes 4:113-14.

<sup>130</sup> Yale University Library Gazette 17:14-20.

<sup>131</sup> *A.A.C. Bull.* 28:340-42.

<sup>132</sup> *L.J.* 67:160-65.

<sup>133</sup> *A.L.A. Bull.* 36:P-11-12.

<sup>134</sup> *Ibid.* 36:551; *L.J.* 67:801.

<sup>135</sup> *L.J.* 67:327.

<sup>136</sup> *E.g.*, Harvard University Library Notes 4:88.

<sup>137</sup> *C.&R.L.* 3:264; *New York Times*, March 22, 1942, sec. 2, p. 6, col. 2.

<sup>138</sup> *C.&R.L.* 3:121-28.

<sup>139</sup> *Ibid.* 3:128-33.

<sup>140</sup> *Ibid.* 3:134-38.

<sup>141</sup> *L.J.* 67:720-21.

<sup>142</sup> *L.Q.* 12:629-37.

<sup>143</sup> *Ibid.* 12:706-24.

<sup>144</sup> Harvard Library Notes 4:105-09.

<sup>145</sup> *L.J.* 67:804.

<sup>146</sup> *Ibid.* 67:916.

<sup>147</sup> *Ibid.* 67:420.

<sup>148</sup> University of Michigan. *Report* . . . 1940-41, E. 233.

<sup>149</sup> *Tuftsionian* 2:70-75.

<sup>150</sup> *J.H.E.* 13:124-28.

<sup>151</sup> Pennsylvania State College. *Library Handbook for Students*, 1942-43.

<sup>152</sup> *C.&R.L.* 3:99-100, 116; *L.J.* 67:55-56.

<sup>153</sup> *A.L.A. Bull.* 36:370.

<sup>154</sup> *L.J.* 66:944.

<sup>155</sup> *Ibid.* 67:312.

<sup>156</sup> *C.&R.L.* 3:18-30.



## Publications

Publications attributable to libraries and librarians are Michigan's list of its early military books,<sup>157</sup> Duke's compilation of Alabama pamphlets,<sup>158</sup> Winchell's 1938-40 supplement to the sixth edition of Mudge's *Guide*,<sup>159</sup> Heyl's revised list of national bibliographies,<sup>160</sup> and Tomlinson's dictionary of terms relating to librarianship.<sup>161</sup>

Consummation of work under way before the war makes the news of buildings fairly copious, and even the number of fresh projects is liberal. The outstanding events were the dedication of the joint university structure at Nashville<sup>162</sup> and the opening of the rare book<sup>163</sup> and deposit buildings<sup>164</sup> at Harvard. New edifices likewise were completed or almost so at South Carolina,<sup>165</sup> Carroll,<sup>166</sup> Tennessee Wesleyan,<sup>167</sup> Carthage,<sup>168</sup> Northland,<sup>169</sup> MacMurray,<sup>169</sup> St. Olaf's,<sup>170</sup> St. Ambrose,<sup>171</sup> and San Jose State.<sup>172</sup> Major extensions went into use at Connecticut College<sup>173</sup> and at Oregon State,<sup>174</sup> and there was thoroughgoing renovation at Bard.<sup>175</sup> Macalester let a contract,<sup>176</sup> Wisconsin is well on with a project for an undergraduates' building,<sup>177</sup> and Dart-

mouth has authorized its new wings.<sup>178</sup> With a view to intended structures, Emporia received \$250,000 from the Kansas legislature,<sup>179</sup> Moravian Seminary \$50,000 from alumnæ,<sup>180</sup> Wittenberg \$50,000 anonymously,<sup>181</sup> and Greenville \$10,000 from Eugene Enloe.<sup>182</sup> The year's publications brought descriptions of the new quarters at Pennsylvania State<sup>183</sup> and South Georgia<sup>184</sup> and of the storage building at Iowa State.<sup>185</sup>

## Personnel Changes

The movement of personnel has been heavy, although not in positions of major rank. Ralph A. Beals became director at Chicago<sup>186</sup> and Robert A. Miller at Indiana.<sup>187</sup> Thelma Brackett was appointed librarian at New Hampshire,<sup>188</sup> Philip M. Benjamin at Allegheny,<sup>189</sup> David Jolly at Hampton,<sup>190</sup> Frances Kemp at Lake Erie,<sup>191</sup> Joseph D. Ibbotson at Rollins,<sup>192</sup> Mary M. Gillham at Toledo,<sup>193</sup> Fina C. Ott at Washburn,<sup>194</sup> Paul W. Winkler at McPherson,<sup>194</sup> Louise F. Eastland at Albright,<sup>195</sup> Alma Bennett at Ottawa (Kansas),<sup>196</sup> Helen Hagan at Coker,<sup>197</sup> Henry E. Coleman at Washington (Maryland),<sup>197</sup> and Oivind M. Hovde at Concordia (Minnesota).<sup>198</sup>

<sup>157</sup> *P.W.* 140:2037; *Bull. of Bib.* 17:110.

<sup>158</sup> *Bull. of Bib.* 17:156.

<sup>159</sup> Winchell, C. M. *Reference Books of 1938-1940*.

<sup>160</sup> 1941.

<sup>161</sup> Heyl, Lawrence. *Current National Bibliographies*. Rev. ed. 1942.

<sup>162</sup> Tomlinson, L. E. *Library Science Glossary*.

<sup>163</sup> 1942.

<sup>164</sup> *C.&R.L.* 3:191; *S.&S.* 54:582-83; *A.A.C. Bull.*

28:147-48.

<sup>165</sup> *Harvard University Library Notes* 4:61-67; *New York Times Book Review*, April 5, 1942, p. 20.

<sup>166</sup> *Harvard University Library Notes* 4:110.

<sup>167</sup> *C.&R.L.* 3:92.

<sup>168</sup> *A.A.C. Bull.* 28:487; *C.&R.L.* 3:266.

<sup>169</sup> *C.&R.L.* 3:191.

<sup>170</sup> *Ibid.* 3:343.

<sup>171</sup> *Ibid.* 3:93.

<sup>172</sup> *Ibid.* 3:265; *L.J.* 67:587.

<sup>173</sup> *A.A.C. Bull.* 27:733.

<sup>174</sup> *L.J.* 67:825-27.

<sup>175</sup> *Ibid.* 67:707-10.

<sup>176</sup> *C.&R.L.* 3:93.

<sup>177</sup> *Ibid.* 3:264.

<sup>178</sup> *Ibid.* 3:93.

<sup>179</sup> University of Wisconsin. *Report . . . 1939-41*, p. 35.

<sup>178</sup> *C.&R.L.* 3:92.

<sup>179</sup> *Ibid.* 3:191.

<sup>180</sup> *A.A.C. Bull.* 28:310.

<sup>181</sup> *Ibid.* 27:734.

<sup>182</sup> *Ibid.* 28:309; *Illinois Libraries* 24:63.

<sup>183</sup> *L.J.* 66:934-36.

<sup>184</sup> *Ibid.* 67:20-21.

<sup>185</sup> *Ibid.* 67:150-53.

<sup>186</sup> *C.&R.L.* 3:267.

<sup>187</sup> *Ibid.* 3:192.

<sup>188</sup> *L.J.* 67:803; *Bulletin of the New Hampshire Public Libraries* 38:82.

<sup>189</sup> *L.J.* 67:586.

<sup>190</sup> *Bulletin of the New Hampshire Public Libraries* 38:82.

<sup>191</sup> Columbia University. School of Library Service. *Library Service News* 3:25.

<sup>192</sup> *L.J.* 67:586.

<sup>193</sup> *Ibid.* 66:983.

<sup>194</sup> *C.&R.L.* 3:192.

<sup>195</sup> *L.J.* 66:981.

<sup>196</sup> *C.&R.L.* 3:192.

<sup>197</sup> *Ibid.* 3:94.

<sup>198</sup> *L.J.* 66:983.



Similarly, in Texas Mrs. Johanna G. Saulter was designated at Samuel Houston<sup>199</sup> and Mary E. Watson at Bishop;<sup>200</sup> in Kentucky Ruth L. Van Sciver took charge at Asbury;<sup>201</sup> in Illinois Edward F. Mahoney became head at St. Bede<sup>202</sup> and Edwin Wilbracht at Concordia.<sup>202</sup> Mary Gary was made librarian at Georgia Southwestern,<sup>203</sup> Clarence J. Schuerman at St. Joseph's in Indiana,<sup>204</sup> and Willis C. Warren acting librarian at Oregon.<sup>205</sup>

Among vocational agencies, Arthur M. McAnally was chosen as librarian by Bradley Polytechnic Institute,<sup>206</sup> Emma L. Main by Texas Technological College,<sup>207</sup> and Marjorie G. Wynne by Pennsylvania Military College;<sup>208</sup> Norma L. Rathbun went to the teachers college at Willimantic (Connecticut),<sup>209</sup> Ruth Y. Berry to that at Westfield (Massachusetts),<sup>210</sup> Felix E. Snider to that at Greenville (North Carolina),<sup>211</sup> Audrey Graff to that at Ellendale (North Dakota),<sup>212</sup> and Mabel W. A. Forward to the state normal school at Farmington (Maine);<sup>213</sup> H. H. A. Bernt became librarian at the Newark University School of Law,<sup>214</sup> Ruth Y. Zacharias at the Cincinnati College of Pharmacy,<sup>215</sup> Ruth D. Monk at the Manitoba University Medical Library,<sup>216</sup> and Mrs. J. B. Mainwood at Michigan's Rackham Educational Memorial in Detroit.<sup>217</sup>

<sup>199</sup> *Ibid.* 66:988.  
<sup>200</sup> *Ibid.* 66:980.  
<sup>201</sup> *Ibid.* 67:412.  
<sup>202</sup> *Ibid.* 66:987.  
<sup>203</sup> *Ibid.* 66:981.  
<sup>204</sup> *Ibid.* 66:984.  
<sup>205</sup> *C.&R.L.* 3:344.  
<sup>206</sup> *C.&R.L.* 3:94.  
<sup>207</sup> *L.J.* 67:745.  
<sup>208</sup> *Ibid.* 66:978.  
<sup>209</sup> *Ibid.* 67:47.  
<sup>210</sup> *Ibid.* 67:134.  
<sup>211</sup> *C.&R.L.* 3:94.  
<sup>212</sup> *L.J.* 66:984.  
<sup>213</sup> *Ibid.* 66:987.  
<sup>214</sup> *C.&R.L.* 3:94.  
<sup>215</sup> Columbia University. School of Library Service. *Library Service News* 4:39.  
<sup>216</sup> *L.J.* 67:412.  
<sup>217</sup> *Ibid.* 67:228.

Appointments to junior colleges were those of Mabel Martin at Bennett (Millbrook, New York),<sup>218</sup> Mary E. Mayo at Armstrong (Savannah, Georgia),<sup>219</sup> Edith E. Cutting at Larson (New Haven, Connecticut),<sup>220</sup> Mary I. Fulton at Albert Lea (Albert Lea, Minnesota),<sup>221</sup> G. Donald Smith at Herzl (Chicago),<sup>222</sup> and Thelma D. Morehouse at Marin (Kentfield, California).<sup>223</sup>

Carroll F. Reynolds was promoted to be assistant librarian at Pittsburgh,<sup>224</sup> and Constance Winchell succeeded Isadore G. Mudge as reference librarian at Columbia.<sup>225</sup> M. Llewellyn Raney retired at Chicago,<sup>226</sup> M. H. Douglass at Oregon,<sup>227</sup> Edith Rowley at Allegheny,<sup>228</sup> William F. Yust at Rollins,<sup>229</sup> Fanny E. Lowes at Washington and Jefferson,<sup>230</sup> Jessie Dean at Washburn,<sup>231</sup> and Elizabeth H. West at Texas Technological College.<sup>232</sup> Louis Round Wilson, formerly librarian at North Carolina, relinquished the headship of the Chicago library school.<sup>233</sup> John S. Richards left the associate librarianship at Washington to direct the Seattle Public Library;<sup>234</sup> and Robert L. Work, librarian at Albright, resigned to accept a departmental position at Harvard.<sup>235</sup> The year's losses by death

(Continued on page 127)

<sup>218</sup> Columbia University. School of Library Service. *Library Service News* 3:21.  
<sup>219</sup> *Ibid.* 4:38.  
<sup>220</sup> *L.J.* 66:1056.  
<sup>221</sup> *Ibid.* 6:983.  
<sup>222</sup> *Ibid.* 66:979.  
<sup>223</sup> *Ibid.* 66:978.  
<sup>224</sup> Columbia University. School of Library Service. *Library Service News* 4:39.  
<sup>225</sup> *Ibid.* 3:22.  
<sup>226</sup> *L.J.* 67:586.  
<sup>227</sup> University of Oregon. Library Staff Association. *Call Number*, v. 3, no. 3, p. 1-2; *C.&R.L.* 3:344.  
<sup>228</sup> *L.J.* 67:539, 586.  
<sup>229</sup> *Ibid.* 67:412, 586.  
<sup>230</sup> *Ibid.* 67:634.  
<sup>231</sup> *C.&R.L.* 3:192.  
<sup>232</sup> *L.J.* 67:745.  
<sup>233</sup> *Ibid.* 67:586.  
<sup>234</sup> *Ibid.* 67:538-39; *C.&R.L.* 3:344.  
<sup>235</sup> Columbia University. School of Library Service. *Library Service News* 4:39.

## The Future of the College Library

*President Davidson, of Knox College, Galesburg, Illinois, read this paper at the meeting of the College Libraries Section, June 23, 1942.*

I SUPPOSE I must be an unorthodox administrator, for I assume that when I have a speech to deliver it is the duty of the faculty to help me prepare it—I look to their learning and experience to guide me. Therefore, when I knew this paper was scheduled to be born on June 23, I set the faculty to work to see that it had the proper parentage. On May 8 and 9 we held a symposium on planning for the future of the college library, participated in by six members of the faculty, a student, a trustee, and Dr. McEwen, the librarian of Carleton College. I know the participants profited from preparing their papers; I believe the large audience enjoyed the discussions; I hope the college program will be improved by the suggestions made there; but to me the greatest value of the symposium was that it provided me with the material for this paper. My remarks are, therefore, not wild dreams concocted from my own diseased imagination, but are the sober nightmares of nine other muses.

Perhaps we are foolish to attempt to plan the future of college libraries in 1942; possibly the events of the next few months may change the whole direction of our civilization and, with it, the functions of our colleges and their libraries.

But we must not assume defeat nor anticipate diversion; we must build on our high hopes, not our abject fears.

A college library is, and will continue to be, a collection of books—but it is much more: it is a service bureau for all aspects of college life. As we look at its problems, perhaps the one that looms clearest is a strictly physical one: the housing of this collection in a building. Where will libraries of the future be located and how will they be constructed? The period 1900 to 1940 has been one of immense numerical growth in our book collections—result, the four most important library officials have been the donor who wanted a memorial monumental building, the architect who followed the 1893 World's Fair style or the skyscraper technique of Louis Sullivan, the cataloger who ran up the accession numbers into the hundreds of thousands, and the janitor. I have visited libraries which have expanded the building three or four times by adding wings and floors and tunnels—architectural monstrosities and labyrinths of darkness and complexity. But we can't afford to build a new library building every twenty years and our donors won't finance a building to allow for thirty-two times as many books a century from now. What can we do? We can cull, we can weed, we can keep the size of our active book collection at some reasonable figure, say fifty thousand volumes for a student body of five hundred, and we can store

those of the others we should keep. Burn, bury, sell, or give away the rest. Maybe the students would like some to take home for keepsakes. How is a library book different from an Indian? The only good book is a *live* book.

Therefore, be satisfied with the size of your building, unless it is woefully inadequate or antiquated. If you are building a new one, don't overbuild in size, but consider especially its location and uses. Near the center of activity—yes! Not out in the woods for quiet, but near the dormitories and classrooms, so the students can't miss it.

The library of 1950 should be built functionally—for use, not external impressiveness. Can you wonder that some students shun its dark fastnesses, when they look upon it and realize that those massive Gothic stone walls were modeled after the medieval crypts and dungeons? Stone walls *may* not a prison make, nor iron bars a cage—but when you're outside, you try to stay out.

#### *Library Buildings*

For the past forty years librarians have been fighting for buildings of their own, separate from classrooms and faculty offices; for the next forty they will probably be fighting to bring classroom instruction back into the library, through seminar rooms, instruction in the use of the library, the encouragement of honors work in carrels, and the building of faculty offices immediately adjoining the sections of the stacks where books in the appropriate fields are located. The emphasis in the building of the future must be, not on the housing of books, but on the housing of students who are using books; therefore, reading room space for a larger portion of the student body will be sought

before more stacks are added for books.

In the past, the library has rarely been considered in the determination of the general program and curriculum of the college; from now on, the librarian should serve as a member of the curriculum committee, helping to plan, and ready to adjust the services of the library to almost every new development in courses or teaching method. Previously, the librarian or his faculty committee has determined what books were to be purchased on the basis of a well-balanced collection; in the future, more study must be given to the purposes of the college and its curriculum, for they will determine the areas for emphasis. Instead of allowing the cataloger to classify books by a mechanical system, it may even be necessary to work out an individualized basis of classification and arrangement to fit the areas of instruction designated by the college.

#### *Effects of War*

Already we are beginning to see the effects of the present war upon our curriculums and therefore on our book purchases—great increases in the fields of physics, aeronautics, military science, geography, and international relations, especially Latin American and Chinese history and economics. A new survey course for freshmen may shift the reading habits of a large part of the student population, so that the librarian must be in on the planning of such courses. Since one of the current well-known curricular experiments advocates the careful reading of one hundred books, the selection of those books is tremendously important to the library of that college. The librarian may well be the instigator of curricular changes, by suggesting library resources which should be better used and by bringing cur-

ricular literature to the attention of the faculty.

### *Faculty and Library*

For it is obvious that the faculty members are really the people who build the collection over the years, who determine its uses and its emphases. Therefore, every faculty member should be considered *ex officio* a member of the library staff, not an intruder, but a cooperator. I prophesy that librarians will be asking that faculty be released from some of their instructional duties in order that they may render reference service to students in bibliography. I know from experience that teaching experience makes better librarians and library service makes better teachers.

Many faculty members will need no urging to make full use of the library; its books they read carefully in the preparation of lectures which cover a much wider field of reading than the student can be expected to study. They cannot afford to buy all these books for themselves, so the library is their friend in need. Sometimes they become too demanding, ask for books obviously too advanced or limited in scope for college students, demand that the library purchase books for their own research. Unless special funds have been provided for this purpose, college librarians must resist such demands, but offer the facilities of microfilms, interlibrary loans, and catalogs of books available elsewhere.

Those faculty members, often in the sciences and fine arts, who do not seek the library voluntarily, must be lured into the building on every pretext—exhibits, teas, or special invitations. It is true that they have their own laboratories and studies and the library is a laboratory for the social sciences and humanities, but it must,

likewise, be made more useful to the fine arts and natural sciences. Books are their heritage as well as test tubes or easels or pianos.

But when we come to the last analysis, we are agreed that it is not faculty but *students* we wish to serve. I am sometimes disturbed by the nightmare that, for some students, the library is positively immoral in its effects. Most of our students enter with textbook habits: one book to the course and every student has one. Immediately we attempt to pull them out of this adolescent attitude and insist that they find the answers to their questions in the thousands of books in the library. Students are lethargic—they seek short cuts, and, oh, how many short cuts the library provides! Why read the whole of a great literary classic when the library provides neat summaries of its contents? Why work hard to prepare a term paper, when you can probably find one all ready for summarizing, with a bibliography all worked out? Why stand in line and wait your turn on a reserved book when you can probably walk out with the book unnoticed and return it later surreptitiously? Why buy a required textbook if there is one in the library which you can remove from circulation for the duration of the course?

### *Rules for Students*

In the library of tomorrow something must be done to impress on the student that there is no royal road to learning, that results in the mind are comparable to the efforts expended. Yet the rules set up to prevent dishonesty must not be such as to hamper the sincere student, who, we hope, is in the majority. The library is there to serve, not to preserve. The student who is frustrated in his attempt to



find what he needs in the library will begin to seek elsewhere or stop looking.

Many colleges work on the assumption that new freshmen already know what a library is for and how it works. But the truth is—they don't. Many have never had to use a library extensively before and others don't know the peculiarities of this library. The chemist doesn't turn his students loose without instruction on the laboratory; he carefully shows them its equipment and where other aids may be found—it is a gradual process, and the student may not feel completely at home in the laboratory for some months; so it must be with the library.

#### *Teaching Unit for Student*

For the student, the library must be a teaching unit, organized to show him how and where to learn what he needs to know. Since most students do much of their studying in the library, the library of tomorrow will try to control his study habits and improve them by providing an atmosphere conducive to study. Since most of that study will be reading, the library must give instruction in how to read: how to skim rapidly or absorb with slow intensity, how to take notes and use the index. The reading room takes the place of the old study hall in preparatory school, with a staff member present to help develop good reading habits. Since some students are dull and others bright, books will be made available for all levels of intelligence and knowledge and prescribed according to needs by an expert. The student will be urged, not to limit himself to the books on reserve, but to browse through the stacks, finding what he needs in unexpected places. Some rooms will be kept quiet for concentrated study, but others will permit the oral dis-

cussion so necessary to debate teams or others studying together; still others will be fitted up purely for recreational reading.

#### *Producing Qualities of Mind*

The library must aid in producing the same qualities of mind aimed at by the whole educational program. There is very little the library can do for physical fitness, social grace, or manual dexterity, but its atmosphere and procedure can teach students how to concentrate their attention on the matter under consideration rather than allow their minds to wander while they are supposedly studying. Readers can be taught accuracy in observation and encouraged to develop a retentive memory. If the librarian can also aid in perceptions of relationships, logical reasoning, restrained judgment, and creative imagination, he is leading the student in the paths of mental growth as effectively as any course in the regular classroom instruction.

To carry out so ambitious a program, obviously a well-trained library staff of a size comparable to the student body will be needed. This may seem to some of you unorthodox, but to me the staff functions seem to fall into four categories: direction of studies, personnel, cataloging, and clerical work. For the first task the librarian is obviously needed, and he must be a person who, in training and scholarly accomplishment, need not yield to any other member of the teaching faculty; the doctor's degree for librarians will in the future be as commonplace as it is among chemists. Personnel relations with students and faculty, both for reference work and the circulation of books, will require both knowledge and a pleasant approach, with an ability to supervise student assistants. The cataloger's task will involve



more withdrawals of books and more modifications of arrangements to suit a flexible curriculum. The clerical functions will probably not require special library training.

One of the great sources of support for libraries in the future will come from alumni, organized into such groups as the Friends of the Knox College Library, which Edward Caldwell, of New York City, has developed in the past ten years into a vital part of our whole library structure, spiritually and financially.

#### *Relations with Administration*

Perhaps I should say a last word about future relations of the college administration to the library. It is safe to say the trustees and executive officers have always

been concerned—the history of Knox shows that back in 1853, when the total educational budget of the college was only \$4350, the trustees appropriated \$500 for library expansion. The library of the future has a right to expect continued support from the administration, but it must be remembered that every department must be judged by the results it produces, and if the library uses its plant carelessly, fails to adjust itself to the changing curriculum, discourages faculty members, or hampers the educational development of the students, it is on the spot.

But today, in 1942, the library on the average college campus is *not* on the spot—it is rather on the threshold of great new opportunities, not for physical expansion, but for important educational service.

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## Government Publishing in Wartime

*(Continued from page 106)*

defense and war publications. However, comprehensive recording as well as selective listing is needed.

Adequate listing is essential not only to efficient distribution but also to the current and future handling and use of documents by librarians, teachers, students, and research workers.

#### *Recommendations*

30. We believe that some agency of the government should issue weekly or bi-weekly lists of current printed and "processed" publications. This might be accomplished as a new service or might be incorporated in some existing weekly or biweekly government periodical. Provision should also be made for quarterly or semi-

annual subject indexes to these lists.

31. We recommend that, pending the inauguration of periodic listing of all government publications, each department or independent agency be encouraged to issue lists of all of its own publications.

32. All publications, including those which are restricted or confidential, should be included in such lists if not contrary to the public interest.

If government publishing is, as we believe, a tool for use in achieving important national objectives, it is worth the effort now being made to develop a positive policy and program for the employment of that tool for the best possible results.

By KATHARINE M. STOKES

## Selling the College Library's Services

*Miss Stokes, second assistant librarian in charge of readers' service of the Pennsylvania State College Library, presented this paper at the Junior College Libraries Section of A.C.R.L., June 23, 1942.*

IT WAS GRATIFYING to find in an article in the March 5, 1942, *Library Journal* that a professor was advocating the same attitude on the part of college librarians as the librarians themselves have been cultivating for some time in many institutions of higher learning. The article, "The Instructor Looks to the Library and the Librarian" by Rob Roy MacGregor, of Southwestern College, pointed out that it is the librarian's job to sell the library to the faculty. Although the term selling is overworked and unpleasantly connotative, it is most appropriate for the sort of promotional activities the librarian carries on more or less informally. And a search of library literature reveals that many college and university librarians agree further with Professor MacGregor. They have concluded, as a result of all sorts of attempts to work directly with both students and faculty, that the faculty is the most effective link between the student and the library; so the best efforts of the library must be aimed at the faculty if the greatest number of students is to be reached.

Turning our best efforts upon the faculty is a subtle problem. In the first place, because many of us are not holders

of the same degrees as the faculty with whom we deal, we cannot take the same respect for granted in the academic scale—we will have to work hard to deserve that respect and we will have to disregard some academic oversights. Then, we are not teachers by designation, and, to those who are, we must necessarily be in the same position as is the single woman who tries to tell her married friend how to bring up the baby. So we must take an attitude which, though certainly not humble, should be unfailingly tactful. We must be invariably ready to see the faculty point of view, yet maintain our own with consistency backed up by reasoning comprehensible to those outside of the library.

The business of selling the library to the faculty begins whenever the librarian meets his first instructor. If the instructor is preoccupied or taciturn, the librarian should hold off from any aggressive approach until a more suitable moment. Anyone familiar with academic prejudices knows how easily jealousies can be aroused by an incautious statement of plans for the advancement of a department or division of the college. Those men who feel their own work unappreciated are quick to try to thwart their colleagues' proposals by way of maintaining their own small prestige. But these same individuals, often quite susceptible to any sympathy or tact the librarian may exercise, can be lined up as substantial supporters of the library program if they are made to understand

that the library will further their own interests.

For example, when the instructor begins to berate the library for the lack of books in his field, he should be requested to help in building up the material by submitting lists of necessary items. In the respite given him while the instructor assembles his lists, the librarian will have time to survey the field himself and will be ready with answers and arguments for the next encounter. If he has done a creditable job, the instructor, pleased to find someone with a knowledge and interest in his work, will respect the limitations the librarian will probably be forced to impose and will feel that his needs are being met with intelligence and considered effort.

#### *Knowing Faculty Members' Interests*

Knowing the interests of those faculty members who are really keeping up in their fields, who are publishing frequently and doing constructive teaching, will keep the librarian perpetually hopping among such widely different tasks as identifying Canadian pamphlets on the methods of freezing fish for commercial markets and searching for bibliographical notations of the many revisions of Erasmus' *De Copia Verborum Ac Rerum*. He must be somewhat like the school teacher who is employed to teach German, mathematics, and physical education, when all he is properly qualified to teach is French. Necessarily he must be continually studying ahead of his students so that they do not find him less informed than they are. The librarian will constantly have to refresh his memory of bibliographical sources as well as watch for new ones to be published. The recently printed *Union List of Microfilms* and the *Directory of Micro-*

*film Sources*, for instance, opened up new possibilities to some of our faculty members and their research students who have been needing numerous interlibrary loans and photostats, besides having to make extended trips to other libraries during vacation periods. Recently we were able to borrow one film noted in the *Union List* at a total cost of eight cents for the round trip.

The developing uses of film must be closely watched if the research people are to receive maximum benefits from available resources. Although we have had two reading machines in our library system for some four or five years, we are still discovering people who do not know of them in spite of what we thought was adequate publicity at the time of their purchase. One professor happened to tell us this year how inconvenient he found using certain films because he had to turn his head to a very uncomfortable angle to read. Amazed, we showed him that the drum of the machine revolves to any position, making it possible for the reader to adjust his film any way he likes. This young professor is such an independent soul that he probably never bothered to have the machine fully demonstrated. The incident taught us that it is not enough to have the library assistants trained to show people how to use the reader; it is wise to have a sheet of instructions on display near the machine as well.

Occasionally a surprising gap becomes apparent in the background knowledge we take for granted in members of the faculty. The head of one of our professional courses had repeatedly blocked the purchase of a certain set of indexes for the branch library in his school. We thought

him quite unreasonable because of this apparently arbitrary decision. However, the tact of the branch librarian eventually brought him to ask to see the index under discussion. He promptly admitted that he had some other index in mind and was not acquainted with this one, which he recognized as excellent, a most desirable addition to the branch library, and a wonderful tool for his own information as well.

#### *Faculty Handbook*

It is because we want to keep the faculty aware of our innovations and developments that we have printed every few years a handbook on the use of the library for faculty members. Some duplication of the student library handbook is inevitable, but in large part the approach and content will be different. We outline there the process of book selection and purchase so that the young instructor will not have to complain to us that his department head never gave him a chance to suggest any books to be added to the library. The method of having books placed on reserve is also described for the benefit of the newer faculty members who sometimes seem to expect reserve books to jump into their proper places in the reserve book room as soon as the titles cross their minds. The privilege of requesting books not in our collection as interlibrary loans or in film or photostat reproduction, the special accommodations available to faculty members in carrels or studies, are emphasized. The same detailed description of catalog filing practice which we use in the annual student handbook is included for the faculty. If we find many cases like that of the professor just mentioned, we may reconsider our decision

that the indexes noted for the students were already so familiar to the faculty that they might be omitted from their handbook.

Each year we have a revised edition of the student handbook ready for the incoming freshmen. We regard it as a real link to instruction. To date it has been given out during Orientation Week while the freshmen are being conducted through the library. This year, with our speeded-up program, Orientation Week has had to be omitted. Freshmen are given a library problem, as they have been in other years, to be turned in to their English composition instructors; the handbooks are distributed at the same time. The problems are graded by the library staff and returned to the instructors who average the grade with the student's English marks. This is, however, only the beginning of our cooperation with the faculty in acquainting students with the library. A number of instructors come to us later in the year and arrange to have small classes given further instruction in the reference room or at the card catalog during a class period, at some time in their courses when the students are capable of realizing the importance of the library to their college work. Other instructors ask the reference department to suggest a few basic reference tools which they may describe to their students in class, especially before term papers with accompanying bibliographies are due. One such set of term papers from a class in English composition was checked by a reference librarian to see what the students were learning about the library from the professor's lectures. Information which seemed lacking in the majority of cases was stressed to the professor so that he



could clear up those points later in going over the papers with his class.

#### *Reserve Book Room*

Since many undergraduates have their first independent library experience in the reserve book room, the administration of this service provides one of the most tangible ties to the teaching program. Either an inactive or an overburdened reserve book room can easily upset faculty and student library relationships. Some faculty members, not understanding the potentialities of a reserve collection, make inadequate use of it, creating the basis for unsatisfactory library service. We try to become acquainted with the needs of the individual problem professor to the point where we can suggest changes in his reserve requirements which will improve our service to his classes. In courses where long lists are used for collateral reading, the advisability of open-shelf collections is emphasized. Where one or two books are required reading for hundreds of students in a survey course, we have successfully used, to determine the number of copies necessary, the formula published in the *Library Quarterly* for July 1934 which was worked out by Margie M. Helm, librarian of Western Kentucky State Teachers College. An analysis of reading time required for assignments allows for flexibility in charge limits. Giving the early readers three- or seven-day charges and, in the last week or two before the assignment is due, limiting the late comers to two-hour or overnight use serves to reward the student who plans his work and keeps the books in constant use rather than overtaxed under last-minute pressure.

Although the freshman orientation program has been our most direct contact

with the entire student body, we have tried many other ways of reaching smaller groups, especially with regard to recreational or background reading. Some ten years ago Willard P. Lewis, college librarian, began to issue a bulletin of book reviews and library news called *The Headlight on Books at Penn State*. It has become the policy of this publication to include in almost each one of its four annual numbers, under the heading, "The Inner Workings," a brief account of some phase of the work of the library. We hope that these articles help to clarify for our users certain of our practices and make them realize that we do not fit that popular concept of a librarian as a person who has lots of time to read during working hours. The book reviews in the *Headlight* are written by staff members, faculty, or students at the request of the editor, who tries to discover people interested in particular books or subjects and able to write readable reviews. Most of those asked to contribute accept with enthusiasm. Faculty wives also read the bulletin and seem pleased to have an opportunity to write for it themselves occasionally.

#### *Fraternity and Dormitory Libraries*

In 1933 Mr. Lewis compiled the *Fraternity Five-Foot Shelf*, a list of books recommended for purchase by fraternities interested in building up house libraries. The library offered, at the time of the distribution of the list, to order any books a house wished to buy, giving the fraternity the benefit of our rather generous discounts. This offer was accepted by a roughly estimated 20 per cent of the fraternities during those first years, but interest has waned since new fraternity



members have come in and depression conditions have affected purchasing power.

We started to experiment in 1935 with dormitory libraries for men and women. The men's dormitories were all in one unit, so the collection of about fifty books selected for the men was set up in a room centrally located, which could be kept open by a student library assistant one hour each evening and locked up at other times. The women's dormitories had to be served by five different collections of twenty-five books apiece. Because we could not afford to have five student assistants to take care of them, they were simply placed in bookcases in accessible lobbies to be used any time the girls liked. Unfortunately, we found that we had to take heavy losses in books from the girls' buildings, while the boys' books stayed safely under our assistant's control. Gradually we won the active support of the hostesses of the girls' dormitories and placed the collections in their offices, though the hostesses were not expected to be responsible for the whereabouts of the books. The collections are selected with the students' tastes and recommendations in mind and are shifted by student assistants under the library's supervision so that fresh titles are frequently brought to each house. Although most of the books are recreational, two girls' dormitories last year requested encyclopedias. Rules for underclass women make it hard for them to get their library work completed before they must report to their buildings for the night. We had one set of the latest edition of the *Britannica*, lacking three volumes, and an old edition of the *Americana*, which were idle in our stacks. The representatives of the dormitories were asked to tea with the staff one afternoon, shown the available sets, and asked

if they would be satisfactory as a trial measure. The girls seemed delighted at our immediate response and gladly agreed to see if real use would be made of such books. Circulation of the dormitory collections has never quite pleased us, though it has been increasing in the last two years. A recent study of the boys' titles shows that copies of the same book circulated three times from the central library to one time from the dormitory. The girls' titles circulated approximately the same number of times from both places. While these figures make the collections appear a luxury service to a specially privileged part of the student body, we are not yet ready to abandon the experiment, because the students so served are invariably enthusiastic when we talk with them about continuing the collections.

#### *Student Library Committee*

Two years ago the librarian requested the president of the student body to appoint a committee of students to represent the different classes and schools on the campus as a Student Library Committee. The committee numbers seven members, usually four men and three women, each member being replaced upon his graduation by someone from the sophomore class of the same school. The committee decides upon its chairman and secretary and meets with the librarian or his representative at irregular intervals, depending upon what matters are under discussion. One project which grew out of this committee's suggestions and efforts is the collection and organization of a file of past examinations given in college courses. Such exam files were maintained in many of the fraternity houses, but the file now housed in the reference room of the library is available to all the non-

fraternity students as well. It drew great flocks of students, many of them not our regular users, to the reference room around examination periods and seemed to give them the feeling that the library is a friend, anxious to help them pass their courses creditably.

In the winter of 1941-42 the student committee made a survey of student opinion of the library which had surprising results from the viewpoint of the librarians, though such results from random sampling can be considered only as an indication. A sampling of 5 per cent of the student body was interviewed by the committee members by telephone. The individual students contacted were those whose names appeared in the twentieth, fortieth, etc., positions in the student directory. One of five answers was possible under each of the four questions asked. The first question was: "How often do you use the college library?" Almost half of the students answered, "Occasionally," with just 3 per cent replying, "Never." Under the question, "To what extent does the library meet your personal needs?" 59.5 per cent replied that it was always adequate, while no one said, "Never." One of the most gratifying responses came under the third question, "To what degree do you think the library staff cooperates with the student body?" Ninety-one and nine tenths per cent said, "Always very helpful," while no one checked under either "Seldom" or "Never." Finally, "Do you have trouble finding the books you need?" was answered, "Never," by 46.6 per cent. Two and two tenths per cent said "Always," while the rest ranged between. Both the committee and the library had hoped that student dissatisfaction aired through the survey might give us an op-

portunity to consider means of correcting the faults which caused annoyance. In a few instances the students volunteered unfavorable information not called for directly in the survey, but the complaints were the usual ones: not enough best sellers, all the good technical books in the branch libraries instead of at central. The students have as yet failed to point out to us any inefficiencies or faults in policy of which we were not quite conscious ourselves. But meeting their individual criticisms with honest explanations of the difficulties we are trying to overcome has resulted in increasingly pleasant relations between us.

So far only our attempts to sell the library to the faculty and students during our working hours have been mentioned. The extracurricular efforts we may make are almost equally important. We believe that a librarian who is just a bookworm or a retiring scholar has a limited value. The individual who is interested in many things besides books finds himself drawn quickly into various faculty and student activities. And, particularly when he is new in the college community, he is wise to be a bit indiscriminating about what he does—if he can bear to dance, play bridge, go to football games, student teas, or May Day festivals, his more weighty interests may go briefly on the shelf and he will drag himself out, even when he's had a hard day or it's a rainy night. After some months of these often wearisome efforts to indicate that he wants to take a part in the campus life, he can begin to refuse overtures here and there and let himself become identified with those groups most to his taste. But he will have learned, during his sampling period, much that will be useful in any administrative work he may do and will have

made friends and supporters in corners of the campus often remote from the library.

The younger members of the library staff are encouraged to take courses in the college if they have such inclinations. An acquaintance with the prevailing methods of teaching is useful to the service departments of the library as well as to the catalogers and order librarians. It is easier for the librarians to understand the student viewpoint if they occasionally place themselves in the position of the student.

Many of the points that have been made are so familiar that it must seem unnecessary to repeat them. Yet these few experiences of ours—only the more unusual ones have been selected, of course—may perhaps serve as reminders of some plan that was evolving but had to be put off until circumstances were more propitious. We often say that the library is the heart of the college, but if that heart is allowed to run down or become hardened by lack of constant intelligent care for its continued health, we may look about us someday to find that a restaurant in the village or the office of the college daily paper has taken the place we should claim in the campus affections. We will do well to cultivate the attitude of the gracious hostess who keeps her guests comfortable and amused but never lets herself become overtired and sour with the great strain upon her own energies. Or perhaps we should emulate the good salesman who believes so thoroughly in his product that his enthusiasm never flags while there remains a single person to whom he may introduce it.

In her article in the March 1942 issue of the *Journal of Higher Education*,

"Overcoming Library Illiteracy," Mrs. Lorene Garloch Byers, reference librarian of the University of Pittsburgh Library, concludes quite logically, "If the college students of today can be trained in the use of the library, the professors of the future will use the library with greater ease and frequency and education will ultimately reach a higher level, with the library functioning as the center of the instructional program." But work directly with today's students, desirable though it undoubtedly is and certainly deserving of our repeated efforts, does not approach the continuity of what we can accomplish with the faculty. Our girls' dormitories may have this year students who are interested in encyclopedias for their house collection. When these students have been graduated, the group living in the dormitory may be so indifferent to those encyclopedias that we are guilty of cluttering the hostesses' offices unnecessarily by leaving them there unused. Our boys' dormitories have been converted this fall into housing for girls, because of war conditions, so their collection of books chosen for male tastes has had to be replaced with titles appealing to girls. The examination file so carefully built up in our reference department by the Student Library Committee is already in a decline after its one year of great usefulness, because the elimination of exam week from the speeded-up program has caused the finals in most courses to be changed to fit into a class period. The Student Library Committee members have been so busy these last shortened semesters that the usual quota of their meetings has had to be cut to the very minimum, lessening the committee's usefulness considerably.

On the faculty side, however, the

things we have done are maintaining their importance: the professors who helped us build up the collections in poetry and anthropology are keeping their students constantly using those books. Although Freshman Orientation Week may be lost for some years, those instructors who have always carried library instruction further into their class periods are continuing to ask the library for help and cooperation in their programs and are reaching large groups of students who may pay little attention to our handbooks and problems. The research men whom we have helped with interlibrary loans are becoming better scholars with greater depths of knowledge to bring to the students working under them. The professor who learned about a basic index is certainly calling that index to the attention of his staff members, many of whom were probably as unacquainted as he was with the immense

body of material that the index could make easily available to them. The contacts we have made with students at teas and receptions may result in one to four years of pleasant relations, but the faculty members we have come to know well during years of sociability may be valuable supporters of the library's next budget increase campaign which is for the purpose of improving services to the student body as well as to the faculty.

Mrs. Byers' statement, then, should certainly influence our long-time planning, but Theodore Norton, librarian of Lafayette College Library, in *School and Society* in 1936, under the title "The College Library and College Teaching," has given us a sound recipe for immediate dividends from our efforts: "Guarantee to the undergraduate good teachers and the good teachers will see that the undergraduates make effective use of the book collection."

## College and University Library News, 1941-42

(Continued from page 114)

were those of Peyton Hurt of Williams<sup>236</sup> and Sabra W. Vought, one time of Tennessee and later of Pennsylvania State.<sup>233</sup>

Charles H. Brown delivered the A.L.A. presidential gavel to Keyes D. Metcalf.<sup>237</sup> Fanny E. Lowes was given the degree of Doctor of Literature at Washington and Jefferson.<sup>238</sup> Several university librarians, representative of those active, retired, and

deceased, were honored in print. The work of Herbert S. Hirshberg was recounted in the *Bulletin of Bibliography*,<sup>238</sup> a number of the *Library Quarterly* was dedicated to Louis Round Wilson;<sup>239</sup> and *College and Research Libraries* carried brief articles on Theodore Wesley Koch<sup>240</sup> and Justin Winsor.<sup>241</sup>

<sup>236</sup> *L.J.*, 67:323.

<sup>237</sup> *A.L.A. Bull.*, 36:P-37-38.

<sup>238</sup> *Bull. of Bib.*, 17:105-07.

<sup>239</sup> *L.Q.*, 12:339-773.

<sup>240</sup> *C. & R.L.*, 3:67-70.

<sup>241</sup> *Ibid.*, 3:64-66.



By CAROLYN F. ULRICH

## A Selective Survey of the New Periodicals during the Year 1942

*Miss Ulrich is chief of the periodicals division, New York Public Library.*

OF THE NEW PERIODICALS appearing during the past year the majority are those directly concerned with the startling changes and growth of the war effort. Publications of technical societies, trade journals in special fields, and the many new house organs have become indispensable to research and to adult education. Technical and scientific publications—many of which are restricted at this time—are directed primarily toward the immediate projects of offense and defense. Trade journals serve an increased need through their record of manufacture and distribution of goods, the movements of raw materials, priorities, rationing, price fixing, and taxation. House organs, steadily gaining wider recognition, often give vital information illustrating production processes. Representative examples are those published by E. I. Du Pont de Nemours & Co., American Telephone and Telegraph Co., General Motors Corporation.

Critical periodicals and those dealing specifically with subjects within the humanities have suffered under forced economies, and the lack of both means and men to develop any one field of interest has compelled many to cease publication. However, interest in universal changes is

common to all readers, and those periodicals written in a more popular style and accompanied by colored and graphic illustrations reach a large and growing audience. The formerly desired "quality" group shows a noticeable decline of fiction and short stories.

Under international relations the new publications from South America, Mexico, and Cuba make available more and better material, while within our own borders human relationship is evidenced by worthy Negro publications and more and more space devoted to racial problems through articles appearing in established periodicals. Lastly, no comment on the year's publications would be complete without mention of four well-known foreign periodicals which have taken up their exiled issuance in this country, namely: *Byzantion*, *Erkenntnis* (journal of unified science), *Beaux Arts*, and *Isis*. In attempting to review the most valuable additions of the year several librarians working with collections of specific subjects have been asked to contribute their findings.

### *Technological Periodicals*

Laura A. Eales, head of the technology department of the Bridgeport Public Library, whose experience in that vast war production center gives authority, contributes the following:



*Electronic Industries* which appeared this November is a monthly edited by Dr. Orestes H. Caldwell, the former Federal Radio Commissioner. Similar in scope to *Electronics*, this publication gives news interpretations and engineering features useful to engineers, production executives, and to those industries in which electronics equipment is used. Included are new patents, abstracts from the world's press, book reviews, and the bulletins, catalogs, and leaflets of the trade literature. There are good illustrations and also many graphs and diagrams demonstrating the structure and details of various equipment.

Out of the acceleration given to aviation by war conditions three periodicals have come which are worthy of mention. *Air Tech; The Magazine of Aircraft, Maintenance, and Operation*, v. 1, no. 1, October 1942, published in the interests of the U.S. Army Air Forces Technical Training Command, is self-explanatory in its subtitle. The feature articles on aeronautical problems applicable to military planes operating all over the world are timely, and the full-page illustrations of planes which are used for combat, transport, and experiment are outstanding. Excellent charts and diagrams are to be found in each issue. *Air Transportation* which brought out its first number last October is devoted exclusively to the subject of shipping-by-air and includes the interests of the shippers, manufacturers, forwarders, importers, and exporters. There are short news and review articles looking toward postwar times when cargo-by-air will involve national and international policies of political, economic, and military moment. *Wings*, published by McGraw-Hill under contract with the U.S. Bureau of Aeronautics and U.S. Navy and Army Air Forces, is designed to be of practical help to the supervisory staff of the manufacturers of aircraft and aircraft accessories and is not sent to anyone outside of that field. Economies and short cuts of production are discussed and each method is fully reproduced with clear illustrations, diagrams, charts, and graphs. The *Daily Chemical Market* gives the record and prices of the chemical, drug, oil, paint, and plastic in-

dustries and serves not only the industries in the war effort but also all those through whose hands these commodities pass, including the manufacturer and consumer. The immediate importance of new uses of chemicals and synthetic replacement of scarce materials gives value to this journal. New patents and trademarks are listed. Promising in value is *Resins-Rubbers-Plastics*, which is a loose-leaf monthly abstract service edited by H. Mark and Dr. E. S. Proskauer. The abstracts, averaging sixty-four pages, offer up-to-date reference literature comprising the chemistry, physics, and technology of resins, rubbers, and plastics, including cellulose and starch. In the latest issues are abstracts from German periodicals. Curves, graphs, and diagrams increase the value of this great service which is rendered unwieldy by the lack of a much-needed index. The *Plastics Digest*, a monthly publication, v. 1, no. 1, January 1942, also abstracts articles and books and covers much the same field as the above but in briefer form. The *Archives of Biochemistry*, a very informative bimonthly journal which is a definitely technical and scholarly treatise, appeared in October 1942, dealing with the subjects of proteins, metabolism, nutrition, hormones, vitamins, viruses, photosynthesis, plane chemistry, experimental chemotherapy, organic chemistry as related to living organisms, and colloid science in its biological applications. *Nutrition Reviews*, published by the Nutrition Foundation, Inc., in November 1942, and edited by Frederick J. Stare, Ph.D., M.D., assistant professor of nutrition, schools of medicine and public health, Harvard University, is a monthly abstracting service. Its purpose as stated in the Foreword is "to provide an authoritative, unbiased, editorially interpreted review of the world's current research progress in the science of nutrition."

#### *Natural Science Periodicals*

Amy L. Hepburn, librarian of the Natural Science Libraries of Columbia University, reviewing the periodical publications in that group, is quoted.

Four contributions in the periodical field have been made to natural sciences in 1942. Chief among these is the quarterly entitled *Federation Proceedings*, published by the Federation of American Societies for Experimental Biology, which offers the experimental biologist a series of abstracts of papers to be presented at the scientific sessions of the Federation of American Societies for Experimental Biology, composed of the American Physiological Society, the American Society of Pharmacology and Experimental Therapeutics, the American Society for Experimental Pathology, and the American Institute of Nutrition. This quarterly of some six hundred pages has proved a useful contribution in the fields of physiology, biochemistry, pharmacology, pathology, and nutrition. Not only does it contain comprehensive abstracts of papers to be presented but in later issues appear "matter pertinent to federation membership and symposiums and other special papers presented at federation meetings as selected by the editorial board." The issues are most carefully indexed, both authors and subjects included, while in the abstract number the papers are grouped under the various societies which contribute. Diagrams and tables illustrate the longer papers. Next I should consider as claiming second place the *Revue canadienne de biologie*. In the establishment of this bimonthly periodical the objective is to bring French and English scientists into closer collaboration. Scanning the names of the Comité de Collaboration Scientifique, made up of about fifty famous biologists, we realize the impressive background of this publication. England, France-in-exile, Canada, and several countries in South America are represented. Sponsored by the University of Montreal and emanating from that city where neither nationality predominates, this brave project to give both peoples an equal chance to contribute to research in experimental biology seems most commendable. Articles appear in either French or English. After each are a résumé and summary which present the gist in both languages. There are comprehensive bibliographies at the end of the articles. Some of the contributions are

profusely illustrated with plates and diagrams and although the former do not reach the high standard of prewar German publications, they are remarkably good for a review which cannot spend the large sums demanded for the best reproductions. Thirdly, the *Journal of Animal Science*, a quarterly, published by the American Society of Animal Production, is represented by an editorial board of outstanding scientists, many of whose names appear in *American Men of Science*. Contributions in the fields of animal genetics, nutrition, and physiology, particularly as they apply to livestock production, appear in its issues. The special subjects of growth and development are also included. Scattered over our country are the great agricultural experiment stations where vital research is carried on. This journal embodies investigation by scientists connected with these institutions as well as contributions from members of the staffs of the foremost colleges and universities. Abstracts of the papers to be presented at the annual meetings of the society are included. The news and notes sections list meetings of interest to the readers and personal items. Lastly, *Boletín del instituto botánico de la universidad central de Ecuador*. This botanical journal from South America is described by one librarian as "a good little publication worthy of encouragement." The subject matter consists of articles on systematic, pathological, and cytological botany. As is customary with the rank and file of South American publications the paper and printing leave much to be desired. This is particularly to be deplored in the case of the illustrations which appear cheap and second class. Following the main body of the number, "Notas" of scientific interest appear and "Sección Bibliográfica."

#### *Social Science Periodicals*

Rollin A. Sawyer, chief of the economics division of the New York Public Library, writes:

Among the new periodicals in the social sciences only one can be called outstanding,

*Agenda, a Quarterly Journal of Reconstruction*, published by Humphrey Milford for the London School of Economics and Political Science. The editor is Professor G. N. Clark and the advisory committee consists of the governors and officers of the school. V. 1, no. 1, is dated January 1942. It is handsomely printed on excellent paper, though the type is rather small. The introductory statement says "it will cover the whole field of reconstruction, domestic and international, political, economic, and social." The first to deal with subjects already so controversial and certain to be bitterly disputed after the war, this journal is indispensable. The *Journal of Legal and Political Sociology*, v. 1, no. 1-2, was published in October 1942. It is to be issued semiannually by the Philosophical Library, Inc., New York. The editor is Georges Gurvich of Columbia University and the editorial board includes Karl N. Llewellyn and R. M. MacIver of Columbia, Bronislaw Malinowski of Yale, Roscoe Pound of Harvard, R. H. Lowie of the University of California, and T. V. Smith of the University of Chicago. The *Journal* "does not propose to cover dogmatic techniques or the philosophy of law, but rather the problems of legal and political behavior and legal institutions and symbols in their functional relationship with types of groups and inclusive societies." The excellence of its editorial board is scarcely equalled by its typography.

Libraries interested in Latin America may find the following useful. *Revista del banco de la república oriental del Uruguay*, Montevideo, v. 1, no. 1, April 1942, is a monthly with the usual characteristics of such journals, economic review of the month, and index numbers relating to various aspects of the national economy. *Orientação econômica e financeira* is an illustrated monthly printed on fairly good paper, published in Porto Alegre, Brazil. V. 1, no. 1, is dated April 1942. It is devoted to the industries, foreign trade, and general economic situation of the state of Rio Grande do Sul. *Revista de economia, finanças administração*, Montevideo, v. 1, no. 1, January 1942, is the organ of the Asociación

Nacional de Contadores y Peritos Mercantiles del Uruguay, but it contains articles of general interest as well as a professional section. The paper used is only fair. *Revista nacional de ciencias político-económico-sociales*, Havana, v. 1, no. 1, December 1941. On the cover is printed "El Nuevo evangelico de la reforma cubana." It appears to have a definite economic program including the creation of a national bank, industrialization of agriculture, fishing, and mining, and nationalization of wealth; in short, a collective economy. Each issue contains many but brief articles. It is printed on good paper. The editor is J. M. Alvarez Acevedo. *Política económica; revista mensual al servicio de los intereses de América*, Buenos Aires, v. 1, no. 1, November 1941. The editorial board includes representatives of Argentina, Bolivia, Chile, Paraguay, Panama, and Uruguay. Inter-American commerce is the field of this periodical, especially the relations of the countries in the basin of the Rio de la Plata with the U.S.A. Printed on poor paper.

#### *Art Periodicals*

Pauline V. Fullerton, chief of the art division of the New York Public Library, discusses two new art magazines, both of which are published in other countries.

*Ars: revista mensual*, v. 1, no. 1, January 1942, Mexico City. The pages of this new periodical are open to contributors from all the countries of North, Central, and South America. Its subject matter is characterized by a wide inclusion in the fields of art, poetry, music, theatre, and cinema. Useful features are notes on contributors and record of new books published in the Americas. *Museu: revista de arte, arqueologia, tradições*, v. 1, no. 1, June 1942, published in Pôrto, Portugal. The first issue of this quarterly gives promise of making important contributions to the bibliography of Portuguese art, in both its historical and contemporary aspects. It includes reviews of new Portuguese titles and begins a checklist of Portuguese artists with sources for information about each individual.

Finally, the editor adds the following: The *California Folklore Quarterly* published by the California Folklore Society appeared in January 1942. It constitutes a real contribution to the cultural history of the Pacific Coast area and is a worthy companion to similar journals published in the United States and abroad. Competent contributions made this year to historical knowledge and published by their respective historical societies are the *Arkansas Historical Quarterly*, *Tennessee Historical Quarterly*, and *Rhode Island History*. The new magazine *VVV* (*Triple V*) is founded by Andre Breton. Its editor is the young American sculptor, David Hare. The associate editor is Max Ernst, the German surrealist painter who now lives in New York. The aim of the magazine is to unite the creative forces of the arts, especially of painting, literature, and poetry during the crisis of war. Since Andre Breton is the founder of the magazine, it has strong surrealist tendencies. Its articles and illustrations deal chiefly with the aspects of the dream world and its interrelation to daily activities. *Polish Science and Learning*, v. 1, no. 1, June 1942, is an irregular publication started by the association of Polish scientific leaders in Great Britain. The purpose is "to collect and preserve what they can of their thousand-year-old cultural heritage." The first issue, which is excellent including the format, creates the hope that the standard will be maintained in future issues. The *Negro Quarterly*, embodying Negro thought and opinion, began with the spring issue of 1942 and is published by the Negro Publication Society of America. "Its purpose is to aid in furthering the literary, social, and cultural advancement of the Negro people."

The quarterly is a good representation, well edited and practicable, while the *Racial Digest*, v. 1, no. 1, January 1942, condenses articles on the Negro from a wide field of interests. *Waterways* (River waterways), v. 1, no. 1, March 1942, gives the "coordination of railways and highways to the end that they may adequately serve the growing needs of American commerce and industry" and is graphically expressed by means of surveys and diagrams. *Revista argentina de historia de la medicina*, the official organ of the Ateneo de Historia de la Medicina, v. 1, no. 1, January 1942, publishes scholarly articles on the history of medicine. Following the main body of the journal, "Notas y Comentarios," courses given in the history of medicine in various universities are discussed. The format is attractive. *La Cultura en México; boletín de la comisión mexicana de cooperación intelectual*, v. 1, no. 1, January 1942, interprets the intellectual and artistic life of Mexico today. While less pretentious and printed on poorer paper, the content compares favorably with *Cuadernos americanos*, published in 1941, and *Revista de literatura mexicana*, in 1940.

#### Periodicals

- Agenda*. London School of Economics and Political Science, London. 1 gn.
- Air Tech.* Philip Andrews Publishing Co., 545 Fifth Ave., New York City. \$2.50.
- Air Transportation*. John F. Budd, 10 Bridge St., New York City. \$5.
- Archives of Biochemistry*. Academic Press, 125 E. 23rd St., New York City. \$5.50 per volume.
- Arkansas Historical Quarterly*. Arkansas Historical Association, Fayetteville. Membership.
- Ars: revista mensual*. Av. Juárez 60, México, D.F. \$22, (Mex.)
- Boletín del instituto botánico*. Universidad Central del Ecuador, Quito. Price not given (exchange encouraged).
- California Folklore Quarterly*. University of California Press, Berkeley. \$1.25 per number.
- Cultura en México*. Edificio de la Secretaría de Educación Pública, México, D.F. Price not given (exchange encouraged).
- Daily Chemical Market*. Atlas Publishing Co., 133 W. 21st St., New York City. \$15.
- Electronic Industries*. M. Clements, 480 Lexington Ave., New York City. \$3.



- Federation Proceedings.* Federation of American Societies for Experimental Biology, 19 W. Chase St., Baltimore. \$4.
- Journal of Animal Science.* Kansas State College, Manhattan. \$3.
- Journal of Legal and Political Sociology.* Philosophical Library, Inc., 15 E. 40th St., New York City. \$3.50.
- Museu.* Circulo Dr. José de Figueiredo, Palácio de Carrancas, Rue de D. Manuel II, Pôrto, Portugal. Price not given.
- Negro Quarterly.* Negro Publication Society of America, Inc., 1 W. 125th St., New York City. \$2.
- Nutrition Reviews.* The Nutrition Foundation, Inc., Chrysler Building, New York City. \$2.
- Orientação economica e financeira.* Caixa 1044, Rio Grande do Sul, Porto Alegre, Brazil. Price not given.
- Plastics Digest.* Plastics Publishing Co., P.O. Box 523, New Brunswick, N.J. \$20.
- Polish Science and Learning.* Association of Polish University Professors, Oxford University Press, London. 2s. 6d. per number.
- Politica economica.* Reconquista 281, Buenos Aires, Argentina. \$12.
- Racial Digest.* Community Publishing Co., 446 E. Warren Ave., Detroit. \$1.
- Resins, Rubbers, Plastics.* Interscience Publishers, Inc., 215 Fourth Ave., New York City. \$35.
- Revista argentina de historia de la medicina.* Ateneo de Historia de la Medicina, Escheverria 1606, Buenos Aires, Argentina. \$6.
- Revista de economia, finanzas y administración.* Asociacion Nacional de Contadores y Peritos Mercantiles del Uruguay, Ayda. Agraciada 1464, Montevideo, Uruguay. Price not given.
- Revista del banco de la república oriental del Uruguay.* Departamento de Investigaciones Economicas, Montevideo, Uruguay. Price not given.
- Revista nacional de ciencias politico-economico-sociales.* Prado 358, Havana, Cuba. \$5.
- Revue canadienne de biologie.* University of Montreal, Canada. \$6.
- Rhode Island History.* Rhode Island Historical Society, Providence. Price not given.
- Tennessee Historical Quarterly.* Tennessee Historical Commission and the Tennessee Historical Society, Nashville. \$2.
- VVV (Triple V).* Bernard J. Reis, 10 E. 40th St., New York City. \$4.
- Waterways.* Edited by John W. Black, Du Bois, Pa. \$4.
- Wings.* McGraw-Hill Publishing Co., Inc., 330 W. 42nd St., New York City. (Not for general distribution.)

## Announcement Concerning Dr. Branscomb

A RECENTLY PUBLISHED REPORT of the President, Duke University, Durham, North Carolina, carries the following announcement:

At the beginning of the year 1941-42 Dr. Harvie Branscomb resigned as director of libraries, to devote himself to his teaching in the Divinity School. His resignation, however, has not terminated his interest in library work. When Dr. Branscomb accepted the position of director in 1934 the library consisted of some 386,000 volumes and was beginning to assume the character of a university library. At the time of his resignation the number of volumes had increased

to 632,000 and the library had taken its place among the fifteen major university libraries of the country. During Dr. Branscomb's administration many difficult problems had to be faced, and his aid and advice were invaluable to the Library Council in the formulation of new policies. Besides this, he organized the Friends of the Library, which now has a membership of over five hundred, and was chiefly responsible for the development of a program of library co-operation with the University of North Carolina, which has been of great significance to both institutions and has attracted widespread notice among librarians and university administrators.



## The Professor Looks at the Card Catalog

*Mr. Kerr, librarian of Claremont Colleges, read this paper before the Los Angeles Regional Group of Catalogers, Pasadena, April 14, 1942, and before the Southern California Conference of College and University Librarians, Pasadena, May 4, 1942.*

AS A COLLEGE LIBRARIAN, I am trying to represent our friend, the college professor, who in himself and in his influence is probably the largest user of the library card catalog. Indirectly I am speaking for his students.

I thought I knew the mind of the professor, but to be sure of my ground I sent a questionnaire to some eighty-two teachers, deans, and presidents in nine institutions of southern California. I chose names from all departments of instruction and included younger as well as older teachers. Forty-seven replies came back: three presidents, six deans, thirty-five professors, and three librarians. The three librarians should be explained: one of the presidents and one of the deans promptly referred the questionnaire to his librarian. What does a college have a librarian for? One of the most suggestive answers came from Andrew D. Osborn, of the Harvard library, who is quoted later on. One of the presidents sent this reply: "I am not competent to speak on the desirability of this or that card. I am one of those softies

who, when he wants a book, has people who are wise and who bring him the book."

I asked five main questions, breaking each into subtopics in order to obtain details of opinion. The five main points were:

1. For what do you usually consult your library card catalog?
2. Do you consult the subject cards?
3. Do you know how much it costs to catalog a book?
4. What do you tell your students about their use of the library catalog?
5. In short, if you were doing it, how would you catalog your college (or university) library?

I am trying not to take sides in the moot points, but you will judge my point of view from some of the questions I submitted.

### 1. *Uses of the Card Catalog*

Obviously, a bull's-eye was scored by the first query: "Do you usually consult your library card catalog in order to ascertain whether your library has a certain book and, if so, its call number?" Forty-six replied enthusiastically "yes." Possibly the very unanimity should have a meaning for us. Query: "To obtain full name of author and when he lived?" Sixteen say "yes," five say "no," four say "occasionally" or "seldom." Six indicate that dates of birth and death do not signify. Query:

"To obtain exact title of book?" This drew twenty-four affirmative answers, two negative, and seven qualified answers. One professorial friend remarks about author's full name, dates, and exact title of book: "I rarely look in catalog for these two, but they should be supplied—in case." *Query*: "To verify place and publication date of book?" "Yes," eighteen. "No," two. "Seldom" or other qualifications, five. One answer fancies especially the place of publication. *Query*: "To learn whether the book was published in a certain series?" The answers to this grieve me, because I dote on series entries. Only three say "yes," three are doubtful, and ten say positively "no." *Query*: "To obtain full description of book: number of pages, maps, illustrations, size (in centimeters or inches?—I put that in wickedly, thinking I would get a rise from more than one professor—but only one indicated preference for inches!), table of contents, edition?" This "bibliographical embroidery," as Mr. Bowker called it, is very dear to me, but only six of my friends value it, one is doubtful, one wants number of pages only, two value table of contents, while ten coldly say "no." I can't believe they all mean it. I feel a little better about my next *query*: "Do you value notes (such as 'first edition'—only two value that—or 'at head of title') or notation of 'bibliography, p. . . .?'" Fourteen are on my side with "yes" votes, nine say "no," and five ask specially for notation of bibliography. *Query*: "Do you like to know who published the book?" Twenty-four say "yes," seven answer "occasionally" or "seldom," four don't care. I might have known the answer to my *query*: "Do you usually look for a book by its author? Or by its title?" Forty-three say "by author," ten "by title," one neither.

Now it will be noted that, statistically speaking, from these answers, the average professor uses the card catalog: 1. To ascertain whether the library has a certain book and where it is shelved; only a minority wants full name and dates of author. 2. Place and date of publication get in only by a narrow squeak. Publisher is wanted. These would give us on a card only author, title, place, date, and publisher. Subject cards are taken up in the next series of questions.

But some of the answers do not arrange themselves by yes or no. They need to be quoted: One well-known professor of English says his use of the catalog "depends upon my forgettery." Another equally well-known professor of English confesses: "I usually get place and publication date, series note, bibliographical description, and notes (when I need them) from the sources; but the catalog should supply the information—in case. In all such matters I tend to make the catalog an insurance policy—my recourse if other things fail." A college president asks for book evaluation in the catalog, thus: "A consensus of authoritative value judgments would be helpful to students who have limited knowledge of bibliography. They tend to 'believe' printed matter and need guidance of a critical sort." A professor of history says the "entry of series under easy cross references is a problem, especially hard-to-find large series, such as California state papers, inedited documents, etc." A professor of public administration bluntly remarks: "I use the catalog only to secure the book. Prefer to get other data from the book itself." What if the book is out, friend? But your remark reminds me of the quip attributed to Archibald Cary Coolidge, of Harvard: "Why should the card catalog

describe the book? The library has it."

A wise over-all point of view is Dr. Osborn's summary of the uses of the card catalog: "The *official* uses are for book selection, order work, cataloging, inter-library loan, etc. For *readers'* purposes, the use by students is lessened because of reserved reading, the browsing room, the new book shelves, the house (dormitory) libraries, etc. Faculty and research workers have access to stacks, and main use of the catalog is for locating known books."

## 2. Subject Cards

The *query*, "Do you consult the subject cards?" brought twenty-one affirmative answers, ten negatives, and three qualified. In passing, it will be noted that many of these queries are not answered by all our professorial friends: in this case only twenty-one of forty-seven are definite in their use of subject cards; ten do not use them, three say "rarely" or "seldom," and thirteen do not answer—why? The next *query* was: "Do you find it easy to hit upon the subjects used for the books in which you are interested?" Surprisingly, fifteen say "yes," fourteen say "no," and six answer "not always," "varies," "seldom," etc. Similarly, the *query*: "Do you find the subjects are up to date?" is answered affirmatively by thirteen, negatively by ten, and qualified by three. I would call this a vote of lack of confidence: thirteen to thirteen, with twenty-one not voting. Couple that with the next *query*: "Do you use your own bibliographies rather than the library subject catalog?" Affirmative answers are thirty-seven, while only seven report preference for the subject catalog.

The growing academic preference for subject bibliographies is nicely illustrated by a comparison of the first (1929) and second (1942) editions of a standard work

in social studies: George A. Lundberg. *Social Research*. N.Y., Longmans. Ed. 1, 1929. Ed. 2, 1942. The "selected references" in the first edition occupy forty-six pages (325-70). They are replaced in the second edition by "suggestions for further study" (critical annotations) at the end of each of the twelve chapters, usually a page or less, plus a "bibliography of bibliographies" (two pages). Moreover the author remarks in his introductory chapter:

For the general bibliography and appendices of the first edition I have substituted at the end of each chapter specific suggestions for further study of the subject under consideration. The enormous increase during the past decade makes it necessary for the student in the future to rely on annotated bibliographies indicating which studies are likely to contain material relevant to a particular inquiry. On the subject of attitude research alone, for example, there appeared in periodicals in English, during the years 1937-39 inclusive, some two hundred titles, not counting relatively inaccessible theses and papers and *excluding* all studies having no bearing on methodology. Annotated bibliographies for the field have, fortunately, become increasingly available, enabling students to go more directly to the relevant sources. A bibliography of such bibliographies, aggregating many thousands of titles, is appended to the present volume.

Again, some of the answers on subject cards must be quoted to get at their meat: A professor of psychology says subjects are not up to date, for "some antiquarian in Library of Congress must choose them." A professor of economics says, "My approach is through subjects more frequently than persons or titles." Similarly, a dean of education reports: "More frequently than any other use, I consult the catalog to find what we have concerning a subject or field. That is, my needs are more often than not *bibliographical*." One answer

declares, "Subject cards should be set up even though the subjects at times only approximate student interests." A professor of English says it this way: "It seems to me that subject cataloging has been less helpfully done than any other kind. So often in past years did I fail to get relevant information and guidance speedily that I tend to ignore this side of the catalog except in a real pinch. Then I expect to make a job of it." A librarian replies, "For our particular library I favor more analytics for parts of books and fewer general indefinite headings. More cross references, especially from compound names." A historian says present subject headings are not up to date: "They served in the days of economic determinism and political emphasis. They are entirely inadequate for social, intellectual, and religious aspects, which are now equally important."

I conclude that we have enough source material in these answers for several headaches and for a full-scale investigation of subject cataloging.

### 3. Cost of Cataloging

I thought we might get some help on the age-long question of cataloging costs. Innocently, I asked: "Do you know how much it costs to catalog a book?" Four answer simply, "yes"—but do not tell me how much. Twenty-one answer "no." One says, "Not exactly." "Am not concerned." One says, "Often as much as the book costs." One says, "twenty-five to fifty cents." Three say, "fifty cents or more." Two say "seventy-five cents." One says, "About fifty cents to one dollar, I believe." Two say "one dollar." Notice that only ten of thirty-seven answers give any figure. Dr. Osborn says Harvard costs are gross \$1.50, actual \$1.00, less

valuable books fifty-two cents. The query, "How much do you think your institution is justified in spending for cataloging?" brought an array of suggestions. Seven say, "No more than necessary." Two say, "Not over fifty cents." Three say, "More than at present." One says, "Fewer books well cataloged." One says, "Enough to avoid making the library a cemetery." One says, "Ask the librarians." Three say cataloging is indispensable, whatever the cost. Eight are frankly puzzled to answer. Evidently, they want a catalog. I next asked, "Does your library catalog become obsolescent?" Four reply "yes," eleven "no," six say "yes, in spots," or "somewhat." When I asked, "Is the obsolescence of the catalog or of the books?" nine said of the catalog, while seventeen put the blame on the books.

My last query under cataloging costs was poorly phrased. I asked, "If ten college and university libraries in southern California each buy Davies, *Mission to Moscow*, do you think each library should do its own cataloging for it?" In the first place, several of our professorial friends do not think any library should buy that book! But I had in mind centralized or regional cataloging, not simply the use of L.C. printed cards, which most of the answers urged. Because the question was not clear, I think the answers do not signify much. Nine answer "yes," probably meaning by the use of L.C. cards; while sixteen say "no," probably meaning that L.C. cards should be used. Of course, they assume that when you have the printed card all the cataloging is done. One answer is typical of several which show that to many cataloging and classification are the same thing: "If cataloging is proving too expensive why not use classifications as given on Library of Congress



cards since 1936 approximately?" Another answer shows some analysis has been made: "In the long run, I favor the efficiency of the local unit, whatever it is." And someone else asks, "Does L.C. really pay in a small library?" Several suggest printing of cards by publishers.

Three of the answers seem to catch my idea. One says, "Not if a central cataloging office could be arranged." Another says, "Not if a unified system would be cheaper and not much less expeditious." Still another says "each library should no more do its own cataloging than each university should print its own books."

I venture to put a surmise and a problem in arithmetic before you: If there are one hundred libraries in southern California each buying the same one hundred books annually, that is ten thousand volumes to be cataloged, either with or without L.C. cards. If each library spends fifty cents per volume for labor cost of cataloging, that is five thousand dollars for cataloging the same one hundred books. If we had a regional cataloging bureau, how much would it cost to deliver one hundred sets of cards ready to file, with call numbers, subject headings, added entries, and all? Would you use such cards if they cost you twenty-five or thirty cents (that is a pure guess by me) instead of your present cataloging cost? Or are we all following that will-o'-the-wisp, that the cataloging of an additional one hundred books does not really cost us anything?

#### 4. *What Are Students Told?*

The next query was, "What do you tell your students about their use of the library catalog?" Eleven frankly answer, "Nothing." (I was surprised at that.) How-

ever, one answer is: "I try to encourage all possible use of the catalog, from all possible angles, such as subject references, accuracy in listing, preparation of bibliographies, etc." Another answers suggestively: "I tell them to work through subjects, bibliographies, other works of men thus discovered, other related aspects of subject, etc. I differentiate public document, journal, and periodical material." How much more helpful are either of those, than this: "I tell them mostly that they should look books up by author and that the subject catalog is likely to be treacherous and cannot be really satisfactory," or this: "I tell them that they can't find much by the catalog."

*Query:* "In your opinion, for what does the average student use the catalog?" Of course, there are the expected answers: develop bibliographies, check references, expand material, etc. One doubting Thomas says the average student's use of the catalog is "superficial hunting of something to cram on." Another says, "I fancy students often try (and usually unsuccessfully) to use the subject index." Another says the same: "The average student looks up subjects in the subject catalog. He is often unsuccessful even though the books are in the library." Not so gloomy is this: "The student uses the catalog as a substitute for getting information from the staff; also to make out bibliographies for term papers (*usually without discrimination*)." Another opines that students "use the catalog to find books but even more to look up subjects. They should use bibliographies, but they won't." And finally here is this one: "The student uses the catalog to see whether the book is in the library, to get call number. Some use the subject index, but too much guessing is

involved in trying to discover under what subject a book will be catalogued."

##### 5. *How Would You Catalog Your Library?*

Hoping to get some come-backs, I asked, "In short, if you were doing it, how would you catalog *your* college (or university) library?" I got the come-backs. First, there were eight who said the present method is O.K. Two said, "L.C. exclusively," one said, "Abolish Dewey and use L.C.," another, "Our old D.C. catalog was very satisfactory." (You see, cataloging and classification are synonymous.) Other answers are: "Separate author and subject cards. . . ." "Much more emphasis on subject catalog. . . ." "Generous subject entries, simple entry. . . ." "By title and author. . . ." "Completely. . . ." "A special subject catalog. . . ." "By major schools and departments. . . ." "Get publisher to furnish cards."

Several are sure in a different way: "I wouldn't. . . ." "Nothing under heaven could induce me. . . ." "Would refer it to Mr. Kerr. . . ." "I'd commit suicide. . . ." "Heavens, no! . . ." "This is an easy question!"

Some of the more definite suggestions are:

More breakdown of general subjects, with classifications more nearly in accordance with ends being served by curriculum and research.

I'd leave it to those who are trained to know how best to do it (known as passing the buck)! Catalogs seem to me marvelous in their information and arrangement and cross cataloging.

I don't see it as a problem, for our people are doing it very well for my purposes.

Use L.C. cards as we do but put books into circulation more rapidly by use of tem-

porary slip in the catalog. Use more headings in the catalog, with duplicate cards in each good place.

I wouldn't try: This is a matter for library experts. They would know how best to make the library available as an *important teaching tool* and keep students interested in the library.

Make generous topical filings. Eliminate all information except name, title, publisher, edition, and subject.

In addition to the present general catalog, I would have brief catalogs of books desired according to courses and I would have these books grouped together on shelves accessible to students.

By subjects and fields, but the greatest shortcoming of the present system is the placement of books [classification] by the ordinary meaning of title rather than by its content. This is particularly serious in psychology.

This is a technical question and the layman and the mere user of a library is out of place to speak with any authority. I believe, however, that I would not have *my* catalog differ from the established practice, since we ought to be at home in *any* library after we have learned the setup of *one*. Doing otherwise would be like changing the alphabetic order of a dictionary—chaos would result.

About as now (Library of Congress system, modified), but:

1. Make subject entries under geographic names for such things as trade, sports, churches and religion, transportation, education, music, literature, etc. etc., so far as they directly apply to one region.
2. Analyse *all* biographies under at least one subject, often two.
3. To save money (only), eliminate *detailed* collation.
4. Create division, "Early works to [1800] for social as well as natural sciences."

In this connection, the article by N. P. Barksdale, "Faculty Cooperation with the Library Staff,"<sup>1</sup> among other methods sug-

<sup>1</sup> *Journal of Higher Education* 13:146-49, March 1942.

gests that members of instructional staff collaborate regularly and continuously with the library catalogers in the selection and revision of subject headings, classification, and the like.

Andrew D. Osborn's method of cataloging *his* college library would be:

1. Put the files of books for reserved reading in a visible index and classify them for that collection. Otherwise let the [reserved] books go uncataloged.
2. Follow circulation needs more closely, *e.g.*, by keeping many variant editions as copies.
3. Keep centralized order and catalog cards for the departmental libraries but do their cataloging as simply and naturally as they now do.
4. Catalog less valuable books more economically. Keep books of little value out of the regular classifications. Plan the classifications so that one class could be closed after a certain time and a new class started.
5. Leave very many documents uncataloged.
6. Make more title entries than we have done, likewise more subject references.
7. Omit authority cards in general.
8. Work cooperatively, but not blindly.

#### *6. Would You Rather Have "Your" Books Together?*

For a real flier, I added one postscript query: "Or would you rather have all 'your' books in one room and have no card catalog?" I deserved the answers I got, but among them are some good thoughts.

Among the obvious answers were: "Impossible under many conditions and undesirable under all conditions. . . ." "Would make library almost useless. . . ." "Not much. . . ." "Impossible. . . ." "Yes, but not practical. . . ." "Quite acceptable to me. . . ." "What do you mean—'yours'?" "No, we'd be in an awful jam. . . ." "Chaotic—heavy loss of books. . . ." "A

selfish desire. . . ." "Very definitely not. . . ." "Possible only with whole culture periods" (he knew what I had in mind).

Here are several of the more meaningful answers:

I like the plan of having books widely needed for a course segregated temporarily where students can get at them with a minimum of trouble and where students can easily perceive the large nature and scope of the authorities or sources. (Note: That does not mean to "put them on reserve.")

Heavens, no! I want *range*. I'd want books from "other" fields continually.

No, but would keep them in the same place. There is too much shifting from section to section. Students complain that when they have learned location in stacks, the books are all changed around the next time they come to the shelves.

Theoretically, but fear there is too much overlapping territory between "my" territory and "yours."

Not when dealing with collections the size of ours, but I do believe in a wise decentralization which can exploit the methods of the special library.

I would arrange a library by major schools or departments—small, easily available. The old library at Pomona or Amherst or Smith was perfect—for me. The grandest library I have used is the one at Brookings: carefully chosen books, on shelves available to everybody, no librarian, self-charging. But that was a small group of mature students. Well, if we adopted an intelligent system, we would have small groups and perhaps more intelligent students.

#### *In Summary*

I believe the foregoing is a fair cross section of the professorial mind as regards cataloging:

1. He wants a good library, well cataloged on standardized lines.
2. He wants a simple catalog.
3. He wants plenty of subject cards, but apparently not the present sort.

4. He is inclined to think that students do not get too much help from the present catalogs.

5. He believes in cooperative, centralized cataloging.

6. He is not particularly concerned about the cost of cataloging, if it is well done.

7. He believes in his library staff.

#### *Some of My Own Thoughts*

1. I believe we should take steps to have our teaching and institutional administrative staffs understand more fully what cataloging involves and what it costs. The legend of "enormous" or "fabulous" costs, which unhappily exists, should be brought to earth. The cost of acquiring a book, even the average cost of the book itself, plus the cost of cataloging (perhaps a total of five dollars), should be brought into comparison with the unit-hour cost of instruction of a student (somewhere round five or six dollars an hour, or one hundred and fifty to two hundred dollars per year).

2. We should make up our minds what the catalog is for. I believe, for the ordinary run-of-the-mill book, the catalog is a finding list, pure and simple. For the

unusual (or rare) book, the catalog is also partially a bibliographical tool. We should take steps to streamline the handling and the cataloging of the ordinary book. And we should draw the line somewhere as to what constitutes a book requiring detailed, specialized handling in the acquisition and cataloging departments.

3. I am inclined to think that classification is partly responsible for our cataloging problems. Some evidence of the extent of the problem of classification in the minds of catalogers and classifiers is the analysis by Mr. Tauber, of the University of Chicago libraries, of the topics treated in the first ten volumes of the *Catalogers' and Classifiers' Yearbook*:<sup>2</sup> classification leads the list with eighteen papers, then follow centralization and co-operation, nine, subject headings, nine, history and survey, eight, cataloging procedures, seven, costs, seven, organization and administration, six, tributes (to great catalogers), five, union catalogs, four, arrangement of catalogs, four, handling of special material, four, abstracts of theses (summaries), four, rules, three, and twenty other subjects, twenty-seven.

<sup>2</sup> Tauber, Maurice F. "Review of *Catalogers' and Classifiers' Yearbook*." *Library Quarterly* 12:297-300, April 1942.



# The Role of the Junior College Library in Connection with Terminal Education

## INTRODUCTION

*By Wave L. Noggle, librarian, Virginia (Minn.) Junior College Library and chairman of the Junior College Libraries Section, A.C.R.L.*

The contribution of the junior college library in helping to win the war is directly dependent upon that which the junior college undertakes. Perhaps the greatest wartime adjustment in most junior colleges has been the addition of certain terminal courses. Thus, instead of papers on such a subject as "what the junior college library is doing to help win the war," the broader subject of terminal courses has been chosen for this symposium. This subject, of course, covers the work done with all terminal courses and, hence, includes an important phase of library work in connection with helping to win the war.

Each of the following papers is presented from a distinct point of view—that of a library in: 1. a large public coeducational junior college, 2. a large private junior college for girls, and 3. a small private junior college for men. It is believed that the three viewpoints as presented give a good picture of the work done in junior college libraries in connection with terminal courses.

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By EDWIN N. HUGHES

## Terminal Education and the Library at Woodrow Wilson Junior College

*Mr. Hughes is librarian, Woodrow Wilson Junior College, Chicago.*

WOODROW WILSON JUNIOR COLLEGE is a large public coeducational junior college, one of three operated by

the Chicago Board of Education. It is a day school, with no night or extension classes. The present enrolment is 1347. The college library is perhaps unique, in that it serves Chicago Teachers' College also, the latter a four-year, degree-granting

institution, which was a going concern as Cook County Normal School before any junior colleges came into being. Wilson Junior thus came into partial possession of an already functioning library when it was founded in 1934.

There seems to be a general feeling here that the work of the junior college does not differ fundamentally, for a majority of students, from the first two years of any liberal arts college. That it serves as a jumping-off place, rather than an end, is indicated by the fact that almost 80 per cent of the students apply for transcripts, presumably to admit them elsewhere, to continue their formal education. For students who expect to complete their formal education in the junior college, two types of terminal work are offered: a terminal *general* program, "primarily cultural and indirectly vocational;" and a terminal *vocational* program "for students who prefer definite occupational training." It is only the latter which differs markedly from the typical "arts" curriculum.

### *Curricula*

There are ten curricula of this vocational type; seven two-year and three one-year. The two-year are: accounting and general business, merchandising, secretarial, medical or dental secretaries, technicians in chemistry, technicians in engineering (general and drafting), and aviation and transportation. The one-year are: accounting and general business, secretarial, and technical. These one-year curricula represent a concession to the wartime needs of students and the work for which they are training. All the general surveys, which are the most distinctive feature of the municipal junior colleges' program, are omitted, and the

student is not certified for advanced study elsewhere of course. Another special program is that in defense activities, for which all students are required to register for one hour's work per week. Thirty-three activities are offered under the general headings: technical, business, health, recreational and informational, and service. For a fuller discussion of this program, see the article, "Defense Activities at Woodrow Wilson" by Beulah Berolzheimer, special assistant to the dean, in the *Junior College Journal*, September 1942. Another effect of the war is seen in increased enrolment in certain courses, such as engineering drawing and materials, mathematics, chemistry, and physics, and in the establishment of new courses, such as navigation. Actual increases in above courses were 60, 41, 49, and 77, respectively, in spite of a 17 per cent decrease in the total college enrolment.

What changes in library service have been necessary as a result of these new activities and changes of emphasis in the old? The answer is, very little, and the reason becomes clear after consideration of the whole situation. In the first place, the gross enrolment in the survey courses, including duplications, is still 72 per cent of the college enrolment, just as it was last year, and the decrease in English and social sciences is slight. The courses, then, which use the library most have suffered little or not at all. On the other hand, the courses which have grown are those which depend on the textbook, the laboratory, and the workroom rather than the library. Specifically, students of ballistics, radio code, business machines, and the like, will find the library distinctly supplementary, if, indeed, they use it at all.

For the terminal general program, then,

the library's role is not much different from that for the first two years of the teachers' college; it is chiefly to furnish required readings in as adequate a number of copies as possible. For the terminal vocational program, the library does little more than furnish collateral reading for the occasional student who wants to go beyond his text or who wants background for his laboratory work. Only in a few special cases have we done more. For work in cooperative retailing, the reference department has serviced pamphlet materials gathered by the instructor, keeping them in the vertical file and in pamphlet boxes and handling them much like other pamphlets. Guidance material, particularly that issued by the Science Research Associates, has been treated in the same way, in cooperation with the department of counseling.

The library tries to help the faculty bring home to all students, terminal and other, the nature of the war, the United Nations idea, and the importance of unity behind the war effort within our own country. This has been done for the most part by purchasing increasing numbers of books along these lines and making available the periodicals which deal particularly with the war and postwar problems. This reading program has not developed to our satisfaction yet and is a challenge to the faculty and to the library. Perhaps students get a better understanding of the spirit animating the United Nations from participation in defense activities of various kinds than they do from reading about the war and the peace. We hope the library is at least a factor in understanding and unity and, therefore, in bringing victory and a lasting peace.

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By B. LAMAR JOHNSON and LOETA JOHNS

## The Junior College Library and Terminal Education

*Mr. Johnson is librarian and dean of instruction, Stephens College, and Miss Johns is librarian and research associate, Institute for Consumer Education Library, Stephens College.*

THE ROLE of the junior college library in terminal education is identical with its role in any other aspect of the educational program. In other words, the

function of the library (in terminal education, in preparatory education, in professional education) is to cooperate with teachers and students in developing and carrying out the most effective methods of using library materials as an aid to attaining course objectives and—even more important—the objectives of individual students. More specifically, as the writers see the problem, the library must:

1. Supply appropriate materials when and where they are needed for the effective attainment of instructional objectives.

2. Develop in students and teachers attitudes and habits of work which lead to the continuous use of tools of learning, such as the library can provide, as aids to meeting problems and attaining goals in everyday living.

3. Teach students how to find and obtain tools of learning so that they will continue the use of such materials in day-by-day living after leaving school.

Since under this concept the library is an integral part of the instructional program, its objectives must be the same as those of the college of which it is a part. Terminal education in terms of goals may be vocational (preparation for making a living) or general (preparation for effective living in areas common to all). At Stephens College terminal education is conceived to include both general education and vocational education.

Illustrative of this is the case of Mary Jones, who is training to be a secretary. During her two years at Stephens Mary studies shorthand, typewriting, office practice, office machines, and secretarial accounting. But these courses take less than half of her time; the major part of her time is spent in such general education activities as humanities, social problems, psychology, communications, general biology, consumers' problems, and design for living. She also participates in extraclass experiences such as student government, speech clinic, grooming clinic, and clubs which relate to her interests. These courses and activities are designed to aid her in living more effectively.

As an integral part of the instructional program at Stephens College the library works closely with the teaching program in all departments. Members of the li-

brary staff attend divisional and departmental meetings, visit classes, teach classes, serve on faculty committees, and, all in all, function as members of the instructional staff.

Since in previous descriptions<sup>1</sup> of the Stephens College library program illustrations of practice have largely been drawn from general education courses (communications, literature, social problems, etc.), this presentation will draw upon an illustration from a newly developed vocational area—aviation.

#### *Aviation Instruction*

Aviation instruction was begun with the offering of a course in introduction to aviation in the fall of 1941. Planned to aid students in making vocational choices and to give a general background of training needed for positions in aviation, this course was from the beginning offered with the cooperation of several airlines. Experience with the course and study of the vocational needs and opportunities in aviation has now led to the establishment, in cooperation with twelve major airlines, of a two-year course of study providing general education and vocational training necessary for employment in a variety of aviation positions.

As has been suggested, the role of the library in such new terminal courses as aviation is the same as its role in longer-established courses. Selection of materials appropriate to the objectives of the courses thus becomes a first consideration. In this field, as in any other field, materials must be accurate, up to date, and teachable. Airline consultants aided in developing and checking bibliographies for technical accuracy and application to job require-

<sup>1</sup> Johnson, B. Lamar. *Vitalizing a College Library*. American Library Association, 1939.



ments. Books and magazines considered were examined by teachers and librarians for teachability and readability.

Books purchased were first placed in the general library on reserve. Later a classroom library was set up. This soon proved impractical because the rapidly increasing enrolment in the field and the expanded number of related courses offered made the effective administration of the materials extremely difficult. Accordingly, aviation materials have for the most part been returned to the general library. Temporary classroom collections are, however, established as needed for selected units of instruction.

Our present organization now appears to meet adequately the instructional needs in aviation. Since, however, flexibility is an essential of functional library administration, the library staff is alert to the possibilities of developing new methods of making materials available when and where they are needed. Changes in circulation routines and location of materials will accordingly be made as required. Streamlining of ordering and cataloging routines to maintain a steady flow of ac-

cessions is particularly helpful in meeting the changing needs of new fields of instruction.

The development of attitudes, habits, and skills in the effective use of tools of learning is an important function of each course in the curriculum. The attainment of these goals demands much more than the selection of appropriate materials and the location of such materials where they can be used most effectively. The methods for attaining these ends represent a significant instructional problem upon which teachers and librarians must work together in all fields.

#### *Summary*

1. The function of the library in terminal education is identical with its function in every other aspect of the educational program.
2. The selection of materials for some of the newer vocational courses requires the cooperation of practitioners in vocations as well as of teachers and librarians.
3. Flexibility of administration is a significant aid to meeting the instructional needs of an educational program.

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By JOHN BLANCHARD MACINNES

## The Small Private School for Men

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**D**URING MY INCUMBENCY as librarian of Nichols Junior College the library was completely reorganized with a view to

making it fit more adequately the needs of the institution. The educational program carried on was entirely professional and largely terminal, although some students did transfer after graduation to four-year colleges for further work in business administration. The great majority of the students went directly into business after graduation—that was before the

war—and the library facilities were organized and operated with that fact in mind. It was, in the main, a technical professional library for students of business and, to a lesser degree, a general library for their enjoyment and for other uses.

An ordinary complete system and routine of college library service was maintained, which there is little need for me to discuss. Two especial aspects, however, do stand out, which may be of some interest to others engaged in the field.

#### *Guidance and Personnel Program*

The first direction in which the library facilities were unusually developed, I think, was in relation to the guidance and personnel program. The school carried on an elaborate guidance program under the administration of the department of psychology, managed by two instructors, the dean, and three members of a Boston personnel firm, the Miller Associates, Inc., which specializes in personnel consultation and education. Under the leadership of the department of psychology the whole faculty were encouraged and expected to engage to some extent in guidance work. In that way the guidance program was a cooperative undertaking with the faculty, in a literal sense, under technical professional guidance. Specific vocational orientation was facilitated through an advisory council of business men, who sponsored the further extension of the guidance program under actual conditions of employment in various selected firms which cooperated with the institution to this end. The actual operation of such a program involved a considerable amount of supervised, directed reading over a wide variety of subjects, with conferences under a quasi-tutorial system, and it was at this

juncture that the library facilities came into fullest use. A considerable amount of appropriate material was acquired and the librarian was expected to be conversant with it and with the problems involved in specific cases and, if need be, to supplement assigned readings by additional reading recommended by him on his own initiative. Such a program necessarily required some familiarity with the fields of psychology and vocational guidance but was eminently worth while in terms of enthusiastic response and significant results.

Available funds were limited for the amount of material needed, and accordingly a staggered system of assignments was worked out by the librarian and the other faculty so that greater efficiency could be had both in the use of students' time and of the library facilities, while at the same time avoiding unnecessary multiplication of reserve copies. A considerable amount of bookkeeping was entailed at first but in time was whittled down to easily feasible proportions. The library became, along with the conference room, the veritable center of the guidance program.

#### *Thesis Preparation*

The second aspect of library service at Nichols Junior College that merits description concerned the thesis requirement for graduation. Naturally, the library was used a great deal in the preparation of theses. The selection and use of material—books, periodicals, and current government publications, as well as occasional private material—were made under the supervision of the librarian and involved frequent conferences as to scope of treatment, range of subject matter, availability and accessibility of materials, and methods

of research and writing. The librarian was chairman of the faculty committee in charge of theses and research work, and the emphasis was laid as much on technique and apparatus as on the actual or alleged significance of the papers themselves. We did not expect a student at the fourteenth-grade level to produce a great piece of research, but we did demand an honest piece of work, thoroughly and accurately done after adequate, but not elaborate, investigation and research.

#### *Little Adult Education*

There were no extension classes, no night school classes, and only occasionally public lectures of such a character as would warrant their being regarded as adult education. What few there were pertained to the field of international relations and involved very little use of the library by the public, although its limited

resources in that direction were never refused to any one.

#### *Education in Business Administration*

In general, the school was organized and operated chiefly as an institution of terminal education in business administration. To this end the subjects pertaining to business education were telescoped into a two-year intensive course, the general policy being to attain an integrated program of correlated subjects in the field, with little else of a general nature. In this connection the library was thought of, not as a storehouse of great literature, but as a kind of book-laboratory, not a place for browsing especially, but rather a place for hunting out and for exploring. It was the librarian's job to see that the library facilities could and did meet this purely utilitarian end adequately, effectively, and quickly.

## A Municipal Reference Library in Action

*Mr. Gill, librarian, Municipal Reference Library, Milwaukee Public Library, gave this address to the Milwaukee Chapter of the Special Libraries Association on Nov. 17, 1942.*

THIS YEAR marks the thirty-fifth anniversary of the establishment of the local Municipal Reference Library. Milwaukee was the second city in the country to set up this type of institution. Through the years the library, a department of the public library system but located in the city hall, has grown to a reference and research division rendering service to the mayor and common council, city officials and employees, civic organizations, and the general public. This year's budget is thirteen thousand dollars, with a staff including the librarian, a cataloger, a reference assistant, and two juniors. The ordinance reorganizing the municipal reference department in 1911 provided that the librarian "shall be an expert in political science, political economy, and statistics." All employees are under civil service. The legal requirement for special training by the librarian makes it clear that the city fathers of 1911, and, I may add, of today, expected a good deal more of the reference agency than merely the custodianship of a static storehouse of books.

The ordinance establishing the library

makes it mandatory for the institution "to collect and compare the laws of other states and cities; to report upon the laws and ordinances regarding any subject, upon request of the mayor, any committee or member of the common council, or any department head; to collect all available information relative to any matter which may be the subject of proposed legislation by the common council; to preserve and collate information obtained, indexed, and arranged for the convenience and use of city officials and the general public." This quotation from the law is itself a good picture of the type of collection and the nature of the activities of the library.

In addition, the library is required to compile and edit each year the annual consolidated report of the activities of the various departments, bureaus, boards, and commissions which are under the control of the common council; to keep up to date and properly arranged and indexed the city code of ordinances; to prepare and keep on file the master census tract map of the city; to be in charge of the distribution of census tract data to interested organizations and individuals; to publish, at the direction of the common council, the official rules and regulations of the various departments and bureaus. The librarian is required to attend all meetings of the common council and all meetings of its standing committees.



The library contains about forty-eight thousand books and pamphlets, including standard reference works on local government and thousands of clippings from thirteen newspapers and three hundred periodicals. All new materials, including monthly periodicals, reports, and special studies, and city, state, and federal government documents, are routed to individuals upon request or in accordance with the special interests of the person concerned. A monthly bulletin is prepared and distributed to five hundred city and county officials, containing annotated lists of recent accessions, guest book reviews written by city employees, special articles and news notes on current items of city government. The routing service last year included the circulation of over 4500 pamphlets and books.

#### *Reference Collection*

The reference collection includes an extensive body of archival materials, such as the published and unpublished reports of the city, school board, county, and the state, as well as the minutes of various boards and commissions, departmental audits, proceedings of the common council, and a complete file of state and session laws. During the legislative session all bills introduced in both houses of the state legislature are kept on file for the use of the departments when such bills are called to their attention by the city's legislative counsel or by the librarian. Numerous queries and questionnaires about the city's methods and procedure are referred by the mayor and department heads to the library for reply. The library acts as the agency for the exchange of city documents and departmental reports.

As the storehouse of official documents, the depository of information to the pub-

lic, and in the role of a neutral coordinating agency, the library has been entrusted for the past twenty-one years with the task of preparing the consolidated annual report of city government activities. These reports are used extensively as teaching material in the civics and social science classes of our local schools.

#### *Card File*

Another informational service is the development of a card file of both the city code and charter in an elaborate index, which is kept up to date. By ordinance the library is required to assign code numbers to new sections, to note all repeals of sections, and to perform related technical duties. The ordinance file and index and the subject file of ordinances of other cities are among the most frequently used library services.

While the library's primary role is that of an information agency for city officials, a recent check showed that four out of every ten reference questions come from individual citizens, civic bodies, taxpayer groups, improvement associations, newspapers, teachers, and students. Requests from these sources range from simple yes and no questions to technical surveys requiring considerable time and thought. These requests serve as excellent media for spreading the library's storehouse of information about the best practices in local government in strategic "thought centers" around the community.

What may be regarded as the most important work of the library, to which the municipal reference librarian devotes most of his time, may be described as "research—secretarial—consulting services." The research may take the form of a bibliography on air raid shelters or the preparation of the background data for an

important message to the common council. The secretarial work may range from the translation of a letter written in a foreign language to acting as executive secretary of an important committee of city officials over a period of several years. The consulting service may take the form of a confidential discussion with an elective official regarding the advisability of a certain course of action.

### *Research Work*

Illustrations of major research work are the surveys of the procedures followed by other cities in preparing long-range permanent improvement programs; the organization and financial support of art institutes in various cities; and recent trends in salary and wage scales of public employees in a number of large cities. Each study was prepared in response to an official request, following the development of an important city problem, the awareness that a body of impartial facts drawn from the best experience of other cities would be of value in arriving at a decision in the best interests of the entire community, and the recognition that the library was an agency technically qualified to prepare a thorough and unbiased report. All three reports were put to practical use; they did not accumulate dust on library shelves. About 650 requests were received for copies of these three reports from individuals and agencies in over 150 cities, and the reports were abstracted and appeared in several national periodicals in the respective fields with which they were concerned.

It has been a long-standing tradition for the library to render secretarial services, including the drafting of communications, proclamations, reports, and special documents; the appointment by the mayor or

the common council of the librarian as secretary to various committees, involving considerable time in attendance at meetings, reference, research, and reporting work, the preparation of memoranda and agenda, and the drafting of resolutions and ordinances. Following the submission of the report on long-term improvement programs in other cities, the librarian was appointed secretary to the committee of city officials, created by the common council, to develop such a program for Milwaukee. Another illustration is the work of the librarian as secretary to both the policy-formulation and technical bodies representing the five local governments of the Milwaukee city area, which prepared a report on the possibilities of uniform classification and compensation scales for the employees of the city, county, school board, vocational school, and sewage commission. The librarian serves as secretary to the Mayor's Council of Departmental Administration, which includes all major city department and bureau heads and which meets periodically to discuss interdepartmental matters of city administration. The librarian is secretary of the special committees on budget procedures and on licensing methods. The librarian also serves in a confidential secretarial capacity to the mayor's office and to various members of the common council.

### *Suggestions*

A municipal reference librarian in action can be worth his salary many times over if he does nothing more than make effective suggestions at the right time and place, to the proper persons, regarding vital city problems. Of course, this must be done tactfully and diplomatically, without thought of personal credit or publicity. Avoidance of politics and partisanship is

part of the operating policy of the library. Whatever publicity does get into the press is always in the form of a summary of a factual report and never a statement of opinions of the librarian.

My own background, training, and interests are largely in the research-secretarial-consulting activities; and I have shaped the library's work accordingly. The term municipal reference "library" is a misnomer, as it gives to many people the idea of simply a storehouse of books. "Department of Municipal Research" or the "Municipal Reference Bureau" might be more accurate titles. Likewise, the term "municipal reference librarian" is misleading. More appropriate titles might be "chief" or "director" of the "department" or "bureau" of "municipal reference" or "municipal research."

A number of the entries in the Community Betterment Contest conducted recently by the *Milwaukee Journal* and the Milwaukee City Club suggested the establishment of a research bureau as an integral part of the city government. The municipal reference library might well serve as the nucleus around which such a bureau could be created. It has a complete collection of city research materials, a reputation for impartiality and objectivity, a trained staff, an atmosphere of study and investigation, and a tradition of harmonious relations and good cooperation with the executive, legislative, and administrative branches of the city government.

#### *War Information Activities*

Finally, I should like to comment briefly about the library's war information activities. These have been developed as supplementary to the regular activities and not by neglecting the latter. "Good gov-

ernment is good defense," and it is likewise true that informational service for good government is also good defense. In recent months special emphasis has been given to the development of a comprehensive collection of materials relating to national and civilian defense, on such topics as organization of local defense councils, air raid shelters, blackout ordinances, staggered hours, camouflage techniques, priorities and rationing orders, fair rent regulations, salvage campaigns, and civilian defense training materials. In the early stages of the local civilian defense work, the library rendered secretarial services to the mayor's civic coordinating council on defense problems, and the librarian is at present on the research committee of the county defense council and statistician to several of the council's committees.

The common council, by resolution, recently instructed the library to prepare a special war code of all official actions taken by the city government relating to the war effort for the duration. News items on civilian defense are prepared for the monthly bulletin of the county defense council. Information as to state and federal developments is supplied regularly to the aldermen in their capacity as chief air raid wardens in their wards, and bibliographies are prepared upon request. The most recent activity has been the preparation, at the request of the executive director of the county defense council, of a set of reading materials to be used for teaching purposes in the air raid warden training evening classes held in the public schools throughout the city. The materials are abstracted from books, periodicals, and pamphlet materials in the library, with the cooperation of the public library's war information center.

# College and University Library Statistics

FOR SEVERAL YEARS the February issue of the *A.L.A. Bulletin* has carried the statistics of college, university, and teachers college libraries. These statistics have been collected by the American Library Association Statistical Assistant and have been of much interest and value to librarians. Confronted by the necessity of retrenchment, the A.L.A. Executive Board decided to relieve the Headquarters staff of the necessity of compiling and publishing the statistics and to encourage the A.C.R.L. and its official organ, *College and Research Libraries*, to assume this responsibility. That was in October. Officers of the A.C.R.L. and the editors set to work promptly to work out a plan whereby the continuity of the statistics could be maintained.

With the reduction in the activities of the A.L.A. Statistical Assistant, it was necessary to seek volunteer assistance in preparing the material for publication. Julia Wright Merrill, chief of the A.L.A. Department of Information and Advisory Services, has aided greatly in the preparation and routing of material. The statistics for college and university libraries (Group I) were prepared and tabulated by Lucille Mock, loan department, Iowa State College Library, under the direction of Charles H. Brown, librarian. The statistics for college and university libraries (Group II) were prepared by G. Flint Purdy, librarian, Wayne University, Detroit. The statistics for teacher-training institutions were prepared by Clara Guth-

rie, reference librarian, Milner Library, Illinois State Normal University, and the staff of the Milner Library, of which Eleanor Weir Welch is librarian. All of these persons have very graciously accepted their share of the responsibility for getting the job done efficiently and, it must be added, on rather short notice.

Because of the need for economy several items formerly included have been omitted from the statistics of the larger college and university libraries (Group I): number of staff members on central library budget; salaries of administrative office assistants; salary scales for specific departments, catalog, circulation, etc.; and student service rates. School and college libraries on central library budget and departmental libraries on central library budget have been combined into one array of figures.

The items included for the small college and university libraries (Group II) and the teacher-training institutions are the same as those for the statistics of 1940-41.

As is the case each year the list of institutions included varies from the list of previous years. Despite the various efforts that have been made in the past to continue the same libraries, some institutions failed to report and others reported too late. The variation this year is perhaps slightly greater, due no doubt to the effect of the war. To those libraries which have cooperated in spite of difficulties, *College and Research Libraries* extends thanks on behalf of all those who will use the statistics.



# Teachers College and Normal School Library General and Salary Statistics

Library	Fiscal Year Ending	Student Enrollment	Faculty Members	Graduate Work	Circulation			Library Operating Expenses Last Fiscal Year					Total College or Normal School Expenditures Last Fiscal Year			
					Books	Loans <sup>a</sup>	Reserve Use <sup>b</sup>	Books	Staff Salaries	Student Services	Periodicals	Equipment		Other	Total	
Arizona, Flagstaff, State Teachers College.....	30:6:43	371	301 <sup>a</sup>	40	35 <sup>b</sup>	28,225	41,999	15,043	2,300	798	2175	756	456	391	45	6011
Colorado, Greeley, State College of Education.....	30:6:43	1222	1765	103	145	109,158	51,458	29,259	20,163	5000	7084	1108	872	138	942	35,927
Connecticut, New Haven, State Teachers College.....	30:6:43	290	36	36	36	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Illinois, Carbondale, Northern Illinois Normal University.....	30:6:43	1008	654	80	50	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Kansas, Emporia, State Teachers College.....	30:6:43	1214	799	121	117	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Kansas, Pittsburg, State Teachers College.....	30:6:43	1019	1040 <sup>a</sup>	106	100	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Kentucky, Bowling Green, Western Kentucky State Teachers College.....	21:6:42	1252	849 <sup>d</sup>	106	100	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Maryland, Frostburg, State Teachers College.....	30:6:43	1165	191	21	16	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Minnesota, Bemidji, State Teachers College.....	30:6:43	397	129 <sup>f</sup>	40	24 <sup>g</sup>	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Minnesota, Mankato, State Teachers College.....	30:6:43	820	686 <sup>h</sup>	60	20 <sup>i</sup>	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Minnesota, St. Cloud, State Teachers College.....	30:6:43	297	129 <sup>f</sup>	40	24 <sup>g</sup>	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Minnesota, Winona, State Teachers College.....	30:6:43	820	686 <sup>h</sup>	60	20 <sup>i</sup>	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Mississippi, Cleveland, Delta State Teachers College.....	30:6:43	282	204	36	30	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Missouri, Cape Girardeau, Southwest Missouri State Teachers College.....	31:6:42	996	1167	64	64	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Missouri, Springfield, Central Missouri State Teachers College.....	29:6:42	1184	1332	78	89	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Nebraska, Kearney, State Teachers College.....	30:6:43	662	694	53	51	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Nebraska, Peru, State Teachers College.....	30:6:43	415	324	53	50	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
New York, Albany, State Normal School.....	30:6:43	1025	966	98	56	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
New York, Oswego, State Normal School.....	30:6:43	437	272	52	22	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
North Carolina, Greenville, East Carolina Teachers College.....	30:6:43	1242	670	74	28	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
North Dakota, Valley City, State Teachers College.....	30:6:43	432	385	50	30	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Oklahoma, Edmond, Central State Teachers College.....	30:6:43	682	836	55	55	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Oregon, Ashland, Southern Oregon College of Education.....	30:6:43	312	91 <sup>j</sup>	29	25	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Oregon, La Grande, Southern Oregon College of Education.....	30:6:43	379	396	43	40	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Pennsylvania, West Chester, State Teachers College.....	31:6:42	1383	470 <sup>k</sup>	86	35 <sup>l</sup>	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
South Dakota, Aberdeen, Northern State Teachers College.....	30:6:43	817	420 <sup>l</sup>	46	35 <sup>l</sup>	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
South Dakota, Spearfish, Black Hills Teachers College.....	30:6:43	253	344 <sup>m</sup>	36	29 <sup>n</sup>	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Tennessee, Murfreesboro, State Teachers College.....	30:6:43	536	381	49	45	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Texas, Commerce, East Texas State Teachers College.....	31:6:42	1414	1037 <sup>n</sup>	126	127 <sup>o</sup>	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Texas, San Antonio, Southern State Teachers College.....	31:6:42	1010	2046	188	155	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Texas, San Marcos, Southern State Teachers College.....	31:6:42	1182	2047	188	155	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Virginia, Harrisonburg, State Teachers College.....	30:6:43	482	333 <sup>p</sup>	49	41	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
West Virginia, Fairmont, State Teachers College.....	30:6:43	3010	2046	188	155	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Wisconsin, Stevens Point, Central State Teachers College.....	30:6:43	3010	2046	188	155	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
High.....		3010	2046	188	155	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365
Low.....		7494	5508	53	45	51,305	51,305	19,037	8035	100	3037	843	922	144	83	8365

1 As of third week, fall term, 1941; includes graduate students. 2 Includes graduate students. 3 Includes volumes in all agencies. 4 Excludes overnight loans and all loans of reserved books. 5 Includes overnight loans. 6 Excludes capital outlay and auxiliary enterprises such as dormitory, athletics, etc. 7a-c Figure in column of circulation, includes reserved book loans. 12 Excludes summer session. 13 Includes dormitory. 14 Overnight loans only, excluding summer session.

1 As of third week, fall term, 1941; includes graduate students. 2 Includes overnight loans. 3 Includes volumes in all agencies. 4 Excludes overnight loans and all loans of reserved books. 5 Includes overnight loans. 6 Excludes capital outlay and auxiliary enterprises such as dormitory, athletics, etc. 7a = Figures in columns for first session; if two sessions, second session had (a) 236; (b) 23; (c) 274; (d) 538; (e) 186; (f) 66; (g) 136; (h) 43; (i) 97; (j) 80; (k) 143; (l) 94; (m) 116; (n) 848; (o) 760; (p) 473; (q) 14; (r) 11; (s) 25; (t) 5; (u) 19; (v) 13; (w) 8; (x) 13; (y) 110; (z) 54. 8 Not reported. 9 Overnight loans only. 10 No record kept. 11 Total circulation, includes reserved book loans. 12 Excludes summer session. 13 Includes dormitory. 14 Overnight loans only, excluding summer session.

# Teachers College and Normal School Library General and Salary Statistics

Library	Library Income Last Fiscal Year		Number of Employees in Full-Time Equivalent			Associate or Assistant Chief Librarian	Department Heads		Professional Assistants		Subprofessional Assistants		
	Allocation from Institution Budget	Other	Total	Professional	Subprofessional		No.	Min.	Max.	No.	Min.	Max.	
Arizona, Flagstaff, State Teachers College.....	6012	.....	6012	1	.....	.....	.....	.....	.....	.....	.....	.....	
California, Greely, State College of Education.....	31,566	6833	38,399	64	3	2300	.....	.....	54	1000	2000	.....	
Connecticut, New Haven, State Teachers College.....	8400	.....	8400	2	.....	2400 <sup>ac</sup>	.....	.....	.....	.....	.....	.....	
Illinois, Carbondale, Southern Illinois Normal University.....	28,725	.....	28,725	4	.....	2100	.....	.....	3	1350	1350	.....	
Illinois, DeKalb, Northern Illinois State Teachers College.....	.....	.....	.....	4	.....	2450	.....	.....	3	1800	2150 <sup>ac</sup>	1	
Kansas, Emporia, State Teachers College.....	.....	603	603	7	.....	.....	.....	.....	.....	.....	.....	1200 <sup>ad</sup>	
Kansas, Pittsburg, State Teachers College.....	23,618	.....	23,618	4	.....	.....	.....	.....	.....	.....	.....	.....	
Kentucky, Bowling Green, Western Kentucky State Teachers College.....	23,777	515	24,292	11	1	.....	.....	.....	3	1604	1720	.....	
Maryland, Frostburg, State Teachers College.....	6033	110	6143	1	.....	2500 <sup>ac</sup>	.....	.....	.....	.....	.....	.....	
Minnesota, Bemidji, State Teachers College.....	7900	.....	7900	2	.....	2000 <sup>ad</sup>	.....	.....	.....	.....	.....	.....	
Minnesota, Mankato, State Teachers College.....	8954	2394	8948	2	.....	2300 <sup>ad</sup>	.....	.....	.....	.....	.....	.....	
Minnesota, St. Cloud, State Teachers College.....	.....	478	.....	2	.....	.....	.....	.....	2	1700	2000	.....	
Minnesota, Winona, State Teachers College.....	9354	.....	9354	3	.....	1700	.....	.....	.....	.....	.....	900	
Mississippi, Cleveland, Delta State Teachers College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Missouri, Cape Girardeau, Southwest Missouri State Teachers College.....	5000	.....	5000	4	.....	3070	.....	.....	3	1500	1800	.....	
Missouri, Springfield, Southwest Missouri State Teachers College.....	5000	.....	5000	5	.....	2400	.....	.....	3	1400	2100	.....	
Missouri, Warrensburg, Central Missouri State Teachers College.....	20,500	.....	20,500	4	2	.....	.....	.....	3	1200	2280	.....	
Nebraska, Kearney, State Teachers College.....	7555	1335	4080	2	.....	2012	.....	.....	.....	.....	.....	.....	
Nebraska, Omaha, State Teachers College.....	7082	2533	9615	2	.....	1814	.....	.....	.....	.....	.....	.....	
New York, Albany, State College for Teachers.....	20,412	1860	22,272	7	.....	4000 <sup>am</sup>	.....	.....	14	1500	1500	.....	
New York, Genesee, State Normal School.....	21,635	.....	21,635	4	14	3500	2800	.....	4	1500 <sup>ac</sup>	2800	.....	
New York, Oswego, State Normal School.....	.....	.....	.....	1	.....	2800 <sup>ab</sup>	.....	.....	3	2800	.....	2800	
North Carolina, Asheville, East Carolina Teachers College.....	15,138	.....	15,138	3	.....	.....	.....	.....	2	1800	2000	.....	
North Carolina, Valley City, State Teachers College.....	5850	.....	5850	2	.....	1800	.....	.....	.....	.....	1545	.....	
Oklahoma, Edmond, Central State Teachers College.....	3780	3002	5782	2	.....	1800	.....	.....	1	.....	1500	.....	
Oregon, Astoria, Southern Oregon College of Education.....	5371	33	5404	1	.....	2400	.....	.....	.....	.....	.....	.....	
Oregon, La Grande, Eastern Oregon College of Education.....	5039	.....	5039	1	.....	2500	.....	.....	.....	.....	.....	.....	
Pennsylvania, West Chester, State Teachers College.....	10,241	.....	10,241	2	.....	2160	.....	.....	2	.....	.....	.....	
Pennsylvania, York, State Teachers College.....	13,170	.....	13,170	2	.....	2601 <sup>ap</sup>	.....	.....	.....	.....	2400	.....	
South Dakota, Spearfish, Black Hills Teachers College.....	8663	4329	12,992	2	.....	1500	.....	.....	.....	.....	.....	.....	
Tennessee, Murfreesboro, State Teachers College.....	7063	1102	8165	1	.....	1644	.....	.....	.....	.....	.....	.....	
Tennessee, Murfreesboro, State Teachers College.....	.....	.....	7063	2	.....	3300	1800	.....	.....	.....	.....	.....	
Texas, Commerce, East Texas State Teachers College.....	8992	14,143	23,135	6	.....	3000	.....	.....	5	2100	2400	.....	
Texas, Denton, North Texas State Teachers College.....	57,648	.....	57,648	13	.....	.....	.....	.....	8	1500	2150	1	
Texas, San Marcos, Southwest Texas State Teachers College.....	22,011	.....	22,011	4	.....	3600	.....	.....	.....	3	1600	1800	
Texas, San Marcos, Southwest Texas State Teachers College.....	22,011	.....	22,011	4	.....	2000 <sup>ad</sup>	.....	.....	2	1825	1920	1	
Virginia, Harrisonburg, Madison College.....	14,984	.....	14,984	4	.....	1980	1650	.....	.....	.....	.....	.....	
West Virginia, Fairmont, State Teachers College.....	7361	243	7604	2	.....	2500	.....	.....	2	.....	1700	.....	
Wisconsin, Stevens Point, Central State Teachers College.....	2940	.....	2940	3	.....	.....	.....	.....	.....	.....	.....	.....	
High.....	57,648	14,143	71,791	13	2	4000	2400	7	2200	2800	8	1800	2800
Median.....	85314	1325	9354	3	1	2500	18874	34	19124	2200	3	1500	1805
Low.....	2755	33	603	1	.....	1500	1200	1	1020	1920	1	1000	1350

1 Not reported. 2 No separate budget for library. 3 Excludes one administrative office assistant and two full-time teachers of library science. 4 Includes two heads of branches, one branch assistant, and two museum curators. 5 All do part-time teaching of library science. 6 In summer session only. 7 Includes one administrative office assistant and one library manager. 8 Excludes one part-time binder. 9a-9g Additional for summer session: (a) \$500; (b) \$300; (c) \$252; (d) \$253; (e) \$300; (f) \$200; (g) \$285; (h) \$243; (i) \$307; (j) \$285; (k) \$285; (l) \$205; (m) \$348; (n) \$288; (o) \$240; (p) \$448; (q) \$500.

# Teachers College and Normal School Library General and Salary Statistics

Library	Total Hours for Year	Student Service Last Fiscal Year		Number of Months for Which Salary is Paid		Hours per Week Required of Each Full-Time Staff Member		Number of Days Allowed with Pay As:		Sabbatical Leave
		Minimum	Maximum	Professional	Subpro- fessional and Clerical	Professional	Subpro- fessional and Clerical	Professional	Subpro- fessional and Clerical	
Arizona, Flagstaff, State Teachers College.....	13,000	.30	.40	1	1	1	1	1	1	1
Colorado, Greeley, State College of Education.....	35	.1	.1	12	12	38	38	30-32	14	1
Connecticut, New Haven, State Teachers College.....	1835	.30	.30	10	10	30	30	0	18	1
Illinois, Carle, Southern Illinois Normal University.....	22,163	.30	.30	9	9	39	39	0	18	1
Kansas, DeKalb, Northern State Teachers College.....	6027	.25	.25	11	11	39	39	0	18	1
Kansas, Pittsburg, State Teachers College.....	1840	.25	.25	12	12	42	42	18	10	1
Kentucky, Bowling Green, Western Kentucky State Teachers College.....	14309	.25	.25	12	12	39	39	23	15	1
Maryland, Pikesville, State Teachers College.....	15009	.1	.1	12	12	40	40	15	20	1
Minnesota, Bemidji, State Teachers College.....	6083	.35	.35	9 and 12	9 and 12	38	38	24	7	1
Minnesota, Mankato, State Teachers College.....	1224	.25	.33	10	10	44	44	5-14	44	1
Minnesota, St. Cloud, State Teachers College.....	509	.20	.30	12	12	38	38	24	10	1
Mississippi, Cleveland, Delta State Teachers College.....	10,920	.25	.25	12	12	44	44	30	20	1
Missouri, Cape Girardeau, Southeast Missouri State Teachers College.....	16,934	.30	.30	12	12	38	38	36	20	1
Missouri, Springfield, Southwest Missouri State Teachers College.....	4483	.25	.35	12	12	44	44	18	4	1
Missouri, Warrensburg, Central Missouri State Teachers College.....	5716	.25	.25	12	12	34	34	28	20	1
Nebraska, Kearney, State Teachers College.....	4809	.30	.30	10	10	42	42	18	4	1
Nebraska, Peru, State Teachers College.....	350	.1	.1	10	10	38	38	26	30	1
New York, Albany, State College for Teachers.....	6216	.25	.25	10	10	40	40	20	20	1
New York, Geneseo, State Normal School.....	1680	.35	.35	10	10	22-40	22-40	3	3	1
North Carolina, Greenville, East Carolina Teachers College.....	2400	.1	.1	12	12	39-40	39-40	30	10	1
North Dakota, Valley City, State Teachers College.....	410	.20	.25	12	12	42	42	1	1	1
Oklahoma, Edmond, Central State Teachers College.....	6002	.30	.30	12	12	68	68	24	17	1
Oregon, Ashland, Southern Oregon College of Education.....	2024	.25	.30	12	12	43	43	22	14	1
Oregon, La Grande, Eastern Oregon College of Education.....	14,544	.30	.35	12	12	40	40	24	18	1
Oregon, Monmouth, College of Education.....	37,740	.35	.35	12	12	42	42	24	12	1
Pennsylvania, West Chester, State Teachers College.....	1823	.20	.25	9-10	9-10	40	40	24	5	1
South Dakota, Aberdeen, Northern State Teachers College.....	2057	.30	.30	12	12	36	36	20	7	1
South Dakota, Spearfish, Black Hills Teachers College.....	1016	.30	.30	12	12	40	40	15	20	1
Tennessee, Murfreesboro, State Teachers College.....	37,740	.25	.30	12	12	37-40	37-40	20	15	1
Texas, Commerce, East Texas State Teachers College.....	2228	.30	.30	12	12	44	44	25	20	1
Texas, Denton, North Texas State Teachers College.....	333	.20	.20	12	12	21	21	15	7	1
Texas, San Marcos, Southwest Texas State Teachers College.....	1	.30	.30	12	12	41	41	1	1	1
Virginia, Harrisonburg, Madison College.....	1	.30	.30	12	12	40	40	12	12	1
West Virginia, Fairmont, State Teachers College.....	1	.30	.30	12	12	42	42	12	21	1
Wiscotin, Stevens Point, Central State Teachers College.....	1	.30	.30	12	12	40	40	36	15	1
High.....	37,740	.35	.40	12	12	68	68	36	20	1
Median.....	2228	.30	.30	12	12	40	40	24	17	1
Low.....	333	.20	.20	9	9	37	37	12	4	1

1 Not reported.

2 Approximate.

3 Summer session only.

4 Sixty hours during summer session.

5 Staff members with degrees.

# College and University Library General and Salary Statistics (Group I)\*

Total College or University Expenditures Last Fiscal Year

Library Operating Expenditures Last Fiscal Year

Circulation

Facility

Student Enrollment

Fiscal Year Ending

Library

Library	Ending graduate	Student	Session	Session	Stock <sup>17</sup>	Hours Used <sup>18</sup>	Location	Salaries	Service	Books	Periodicals	Binding	Other <sup>19</sup>	Total	Total College or University Expenditures Last Fiscal Year		
30-42	2390	315	61	722 <sup>a</sup>	276	60	156,618	34,434	92,494	17,465	3521	12,684	2922	1570	38,162	1,437,409	
Arkansas	30-42	2165	61	847 <sup>b</sup>	434	94	182,478	40,042	134,354	24,019	6078	14,544	3090	1855	52,479		
Baylor	31-42	2101	60	671	105	57	93,754	39,511	99,817	10,925	9670	8721	1602	950	18,351		
California (Berkeley)	30-42	2404	3109 <sup>a</sup>	2165	179 <sup>b</sup>	57	1,170,728	205,114	290,889	161,263	56,200	81,722	13,016	29,689	20,831	363,321	
Chicago	30-42	2855	3552	775	11	11	1,360,206	192,341	836,837	157,293	35,214	47,617	42,261	19,991	22,903	325,279	
Cincinnati	31-42	4018	155	586	71 <sup>a</sup>	71 <sup>a</sup>	536,568	39,308	279,328	49,532	4312	44,747 <sup>a</sup>	4724	923	3395	107,310	
Colgate	31-42	1008	660	103	110	110	131,391	17,916	28,222	14,200	1668	7859	2344	1167	1515	28,569	
Colorado State	30-42	1820	603 <sup>a</sup>	286	110	110	104,187	20,329	49,379	15,933	2117	115,471 <sup>a</sup>	2150	1107	1637	24,691	
Columbia	30-42	2898	10,442	7287	350	350	1,857,004	655,188	733,527	350,379 <sup>a</sup>	4949	31,071	4983	34,068	7088	807,006	
Concordia	30-42	2898	10,442	7287	350	350	1,857,004	655,188	733,527	350,379 <sup>a</sup>	4949	31,071	4983	34,068	7088	807,006	
Dartmouth	30-42	2796	1567 <sup>a</sup>	281	137 <sup>a</sup>	137 <sup>a</sup>	543,673	180,940	350,660	105,748	10,011	10,011	10,011	10,011	10,011		
Duke	30-42	2796	1567 <sup>a</sup>	281	137 <sup>a</sup>	137 <sup>a</sup>	543,673	180,940	350,660	105,748	10,011	10,011	10,011	10,011	10,011		
Emory	30-42	2796	1567 <sup>a</sup>	281	137 <sup>a</sup>	137 <sup>a</sup>	543,673	180,940	350,660	105,748	10,011	10,011	10,011	10,011	10,011		
Harvard (College Library)	30-42	3554	3589	2145	2043	174	1,306,561	239,590	45,949 <sup>a</sup>	240,373	5696	21,091	4200	4078	3812	82,400	
Illinois	30-42	12,146	3331	3194	1579	349	1,306,561	239,590	45,949 <sup>a</sup>	240,373	5696	21,091	4200	4078	3812	82,400	
Iowa	30-42	5312	802	2703	792	792	1,306,561	239,590	45,949 <sup>a</sup>	240,373	5696	21,091	4200	4078	3812	82,400	
Iowa State	30-42	5735	485	1728 <sup>b</sup>	349	349	1,306,561	239,590	45,949 <sup>a</sup>	240,373	5696	21,091	4200	4078	3812	82,400	
Joint University Library <sup>a</sup>	30-42	1827	363	2734	572	104	406,626	102,499	205,914	52,699	14,300	23,918 <sup>a</sup>	6258	8625	3393	74,888	
Kansas	30-42	3822	422	1023	332	332	339,913	11,985	131,208	52,509	14,300	23,918 <sup>a</sup>	6258	8625	3393	74,888	
Louisiana	30-42	3945 <sup>a</sup>	581	202	124	124	339,913	11,985	131,208	52,509	14,300	23,918 <sup>a</sup>	6258	8625	3393	74,888	
Michigan	30-42	3945 <sup>a</sup>	581	202	124	124	339,913	11,985	131,208	52,509	14,300	23,918 <sup>a</sup>	6258	8625	3393	74,888	
Michigan State	30-42	3945 <sup>a</sup>	581	202	124	124	339,913	11,985	131,208	52,509	14,300	23,918 <sup>a</sup>	6258	8625	3393	74,888	
Minnesota	30-42	3945 <sup>a</sup>	581	202	124	124	339,913	11,985	131,208	52,509	14,300	23,918 <sup>a</sup>	6258	8625	3393	74,888	
Minnesota State	30-42	3945 <sup>a</sup>	581	202	124	124	339,913	11,985	131,208	52,509	14,300	23,918 <sup>a</sup>	6258	8625	3393	74,888	
Missouri	30-42	4537	400	1917	549	306	437,233	34,179	554	23,824 <sup>a</sup>	169,500	46,243	31,072	30,243 <sup>a</sup>	97,080	602,576	
Mount Holyoke	30-42	1003	59	95	138	34	179,554	31,824 <sup>a</sup>	24,233	888	11,072	30,243 <sup>a</sup>	3225	3601 <sup>a</sup>	97,080	602,576	
New York	30-42	11,063	5728	7713	1392	633	637,066	247,744	538,046	21,744	31,364	5876	4672	8064	115,969	1,589,546 <sup>a</sup>	
North Carolina	30-42	3499	839	2180	339	202	419,797	233,975	89,763	56,888	7115 <sup>a</sup>	31,364	5876	4672	8064	115,969	1,589,546 <sup>a</sup>
North Dakota	30-42	1412	95	330	135	41	116,124	38,074	13,394	6983	1251	568 <sup>a</sup>	872	324	14,812	517,471	
Northwestern	30-42	5566	1652	4120	1500 <sup>a</sup>	335	686,055	128,308 <sup>a</sup>	63,446 <sup>a</sup>	68,000	27,377 <sup>a</sup>	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
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Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	265	71 <sup>a</sup>	426,737	84,373	271,889	26,228	7223	23,100 <sup>a</sup>	5102	5435	96,070	1,331,348	
Oberlin	31-42	1628	171	500 <sup>a</sup>	26												

1 Includes main collection of Harvard College Library and fourteen special libraries only unless otherwise noted. 2 Includes libraries in Georgia Institute of Technology, Scripps College for Women, and University of California, Santa Barbara. 3 Not reported. 4 As of third fiscal year ending 1941. 5 Includes graduate students. 6 Not reported. 7 Not reported. 8 Not reported. 9 Not reported. 10 Not reported. 11 Includes undergraduate students in arts and music only. 12 First session; second session, 4220; intersession, 437. 13 Approximate. 14 On four-quarter basis. 15 On three-term basis. 16 Information unavailable. 17 Includes volumes in all agencies. 18 Includes university library as a whole. 19 No statistics. 20 Includes main library only. 21 Excludes overnight loans and all loans of reserved books. 22 Includes overnight loans. 23 Does not include faculty. 24 Total circulation. 25 Includes books used in building. 26 Not reported. 27 Not reported. 28 Not reported. 29 Not reported. 30 Not reported. 31 Not reported. 32 Not reported. 33 Not reported. 34 Not reported. 35 Not reported. 36 Not reported. 37 Not reported. 38 Not reported. 39 Not reported. 40 Not reported. 41 Not reported. 42 Not reported. 43 Not reported. 44 Not reported. 45 Not reported. 46 Not reported. 47 Not reported. 48 Not reported. 49 Not reported. 50 Not reported. 51 Not reported. 52 Not reported. 53 Not reported. 54 Not reported. 55 Not reported. 56 Not reported. 57 Not reported. 58 Not reported. 59 Not reported. 60 Not reported. 61 Not reported. 62 Not reported. 63 Not reported. 64 Not reported. 65 Not reported. 66 Not reported. 67 Not reported. 68 Not reported. 69 Not reported. 70 Not reported. 71 Not reported. 72 Not reported. 73 Not reported. 74 Not reported. 75 Not reported. 76 Not reported. 77 Not reported. 78 Not reported. 79 Not reported. 80 Not reported. 81 Not reported. 82 Not reported. 83 Not reported. 84 Not reported. 85 Not reported. 86 Not reported. 87 Not reported. 88 Not reported. 89 Not reported. 90 Not reported. 91 Not reported. 92 Not reported. 93 Not reported. 94 Not reported. 95 Not reported. 96 Not reported. 97 Not reported. 98 Not reported. 99 Not reported. 100 Not reported. 101 Not reported. 102 Not reported. 103 Not reported. 104 Not reported. 105 Not reported. 106 Not reported. 107 Not reported. 108 Not reported. 109 Not reported. 110 Not reported. 111 Not reported. 112 Not reported. 113 Not reported. 114 Not reported. 115 Not reported. 116 Not reported. 117 Not reported. 118 Not reported. 119 Not reported. 120 Not reported. 121 Not reported. 122 Not reported. 123 Not reported. 124 Not reported. 125 Not reported. 126 Not reported. 127 Not reported. 128 Not reported. 129 Not reported. 130 Not reported. 131 Not reported. 132 Not reported. 133 Not reported. 134 Not reported. 135 Not reported. 136 Not reported. 137 Not reported. 138 Not reported. 139 Not reported. 140 Not reported. 141 Not reported. 142 Not reported. 143 Not reported. 144 Not reported. 145 Not reported. 146 Not reported. 147 Not reported. 148 Not reported. 149 Not reported. 150 Not reported. 151 Not reported. 152 Not reported. 153 Not reported. 154 Not reported. 155 Not reported. 156 Not reported. 157 Not reported. 158 Not reported. 159 Not reported. 160 Not reported. 161 Not reported. 162 Not reported. 163 Not reported. 164 Not reported. 165 Not reported. 166 Not reported. 167 Not reported. 168 Not reported. 169 Not reported. 170 Not reported. 171 Not reported. 172 Not reported. 173 Not reported. 174 Not reported. 175 Not reported. 176 Not reported. 177 Not reported. 178 Not reported. 179 Not reported. 180 Not reported. 181 Not reported. 182 Not reported. 183 Not reported. 184 Not reported. 185 Not reported. 186 Not reported. 187 Not reported. 188 Not reported. 189 Not reported. 190 Not reported. 191 Not reported. 192 Not reported. 193 Not reported. 194 Not reported. 195 Not reported. 196 Not reported. 197 Not reported. 198 Not reported. 199 Not reported. 200 Not reported. 201 Not reported. 202 Not reported. 203 Not reported. 204 Not reported. 205 Not reported. 206 Not reported. 207 Not reported. 208 Not reported. 209 Not reported. 210 Not reported. 211 Not reported. 212 Not reported. 213 Not reported. 214 Not reported. 215 Not reported. 216 Not reported. 217 Not reported. 218 Not reported. 219 Not reported. 220 Not reported. 221 Not reported. 222 Not reported. 223 Not reported. 224 Not reported. 225 Not reported. 226 Not reported. 227 Not reported. 228 Not reported. 229 Not reported. 230 Not reported. 231 Not reported. 232 Not reported. 233 Not reported. 234 Not reported. 235 Not reported. 236 Not reported. 237 Not reported. 238 Not reported. 239 Not reported. 240 Not reported. 241 Not reported. 242 Not reported. 243 Not reported. 244 Not reported. 245 Not reported. 246



# College and University Library General and Salary<sup>12</sup> Statistics (Group I)\*

Library Income Last Fiscal Year

Number of Employees in Full-Time Equivalent

Library	Allocation from University Budget	From Endowment Funds	Gifts	Other	Total	Professional	Subprofessional	Administrative	Clerical and Other	Total	Chief Librarian	Associate or Assistant Chief Librarian	Department Heads	Professional Assistants
Arkansas	30,066				30,066	14				14	3600 <sup>10</sup>	2000	2	43
Arizona	33,339				33,339	14				14	3600 <sup>10</sup>	2000	2	43
Baylor	316,226		121	20,702	337,928	61				61	6400	3600	4	120
California (Berkeley)	320,989	8000 <sup>11</sup>	6514	20,702	348,695	57	24			81	6300	3600	3	120
Chicago	70,297	28,382	2060		101,679	19	5			24	4800	3600	2	46
Cincinnati	27,000				27,000	4	2			6	3700	3600	2	46
Cornell	408,124	11,669	1771	16,351	436,855	120				120	6000 <sup>10</sup>	3600 <sup>10</sup>	3	136
Columbia	70,473	63,013	9146	21,860	155,392	33	64			97	6300 <sup>10</sup>	3600 <sup>10</sup>	7	136
Dartmouth	205,450				205,450	33				33	6000 <sup>10</sup>	3600 <sup>10</sup>	7	136
Duke	70,539				70,539	33				33	6000 <sup>10</sup>	3600 <sup>10</sup>	7	136
Harvard (College Library) <sup>12</sup>	247,376	167,914	21,068	40,198	476,546	112	30			142	4725	4000	3	136
Illinois	158,658				158,658	43				43	4725	4000	3	136
Iowa	115,008				115,008	43				43	4725	4000	3	136
Iowa State	71,056	29,700	1222	69,982	171,960	31	9			40	4725	4000	3	136
Joint University Libraries <sup>13</sup>	71,056				71,056	31	9			40	4725	4000	3	136
Kansas	142,202				142,202	41				41	4725	4000	3	136
Kentucky	438,005	7205			445,210	93	154			247	4725	4000	3	136
Michigan	54,650	1200	4745	1448	62,043	11				11	4725	4000	3	136
Minnesota	106,938				106,938	26				26	4725	4000	3	136
Missouri	34,872	6962	1923		42,857	12				12	4725	4000	3	136
Mount Holyoke	96,243				96,243	30				30	4725	4000	3	136
New York	14,175	10,670			24,845	30				30	4725	4000	3	136
North Carolina	76,585				76,585	24				24	4725	4000	3	136
Northwestern	66,000				66,000	24				24	4725	4000	3	136
Oberlin	118,649				118,649	24				24	4725	4000	3	136
Oklahoma	78,308	1238			79,546	24				24	4725	4000	3	136
Oregon	83,293				83,293	24				24	4725	4000	3	136
Pennsylvania	114,462	1070	6773	19,070	145,305	23				23	4725	4000	3	136
Pennsylvania State	172,860				172,860	23				23	4725	4000	3	136
Pittsburgh	31,096				31,096	23				23	4725	4000	3	136
Princeton	128,125				128,125	23				23	4725	4000	3	136
Rutgers	11,044				11,044	23				23	4725	4000	3	136
South Dakota State	36,209				36,209	23				23	4725	4000	3	136
Southern Methodist	88,729	4789	5845	1302	100,565	37				37	4725	4000	3	136
Syracuse	86,914	4789	5845	1302	100,565	37				37	4725	4000	3	136
University Libraries	1815				1815	2				2	4725	4000	3	136
N.Y. State College of Forestry	90,134				90,134	18				18	4725	4000	3	136
Temple	239,423	1121	13,065		253,509	34				34	4725	4000	3	136
Texas	15,706				15,706	2				2	4725	4000	3	136
Virginia	46,479				46,479	9				9	4725	4000	3	136
Washington (St. Louis)	152,000				152,000	33				33	4725	4000	3	136
Washington (Seattle)	105,229				105,229	33				33	4725	4000	3	136
Wayne	33,059				33,059	37				37	4725	4000	3	136
Wellesley	201,465	205,324	3224	58,677	467,689	62	22			84	4725	4000	3	136
Wyoming	408,543	205,324	21,068	69,982	699,917	120	30			150	4725	4000	3	136
Yale	86,011	52754	2905	2805	137,845	4				4	4725	4000	3	136
Low	11,044				11,044									

<sup>1</sup> Includes main collection of Harvard College Library and fourteen special libraries only unless otherwise noted. <sup>2</sup> Includes libraries in George Peabody College for Teachers, Scarritt College for Christian Workers, and Vanderbilt University. <sup>3</sup> Excludes Medical School and School of Nursing in Oklahoma City. <sup>4</sup> Central of Higher Education. <sup>5</sup> Plus one eighth of salary as director of libraries, Oregon State System of Higher Education. <sup>6</sup> No separate budget for library. <sup>7</sup> Not reported. <sup>8</sup> \$28,278 deposited in addition as a special reserve for the purchase of books. <sup>9</sup> Allocation from university budget not reported. <sup>10</sup> Includes income from trust and all invested funds specifically designated for library purposes. <sup>11</sup> Includes \$14,125. <sup>12</sup> Excludes one consulting librarian. <sup>13</sup> Excludes subprofessional and administrative personnel. <sup>14</sup> Includes \$14,125. <sup>15</sup> Excludes one consulting librarian. <sup>16</sup> Includes \$14,125. <sup>17</sup> Excludes one consulting librarian. <sup>18</sup> Salary paid as of May 1, 1942. <sup>19</sup> Salary not for publication; or confidential. <sup>20</sup> Serves as acting director, assistant librarian, and also as a department head. <sup>21</sup> Balance of salary paid from budget of College of Literature, Science, and the Arts. <sup>22</sup> Director of libraries at \$10,000. Also six librarians of individual libraries at \$1800 to \$4000. <sup>23</sup> Plus director of libraries, Oregon State System of Higher Education, who is paid one eighth of salary by University of Oregon. <sup>24</sup> Receives one eighth of salary as director of libraries, Oregon State System of Higher Education. <sup>25</sup> Plus one director of libraries at one-half time. <sup>26</sup> Plus \$500 additional for summer school. <sup>27</sup> Two at \$3000 and \$4200. <sup>28</sup> Two and one half at \$2500 to \$3100. <sup>29</sup> Two at \$3500 and \$2800. <sup>30</sup> Two at \$3200 and \$4200. One serves also as department head. <sup>31</sup> Plus \$375 as instructor in library sciences and \$125 for summer session. <sup>32</sup> Three at \$700 to \$1700. <sup>33</sup> Two at \$2500 and \$2700. <sup>34</sup> Two at \$1600 and \$1800. <sup>35</sup> Includes one consulting librarian. <sup>36</sup> Includes one consulting librarian. <sup>37</sup> Includes one consulting librarian. <sup>38</sup> Includes one consulting librarian. <sup>39</sup> Includes one consulting librarian. <sup>40</sup> Includes one consulting librarian. <sup>41</sup> Includes one consulting librarian. <sup>42</sup> Includes one consulting librarian. <sup>43</sup> Includes one consulting librarian. <sup>44</sup> Includes one consulting librarian. <sup>45</sup> Includes one consulting librarian. <sup>46</sup> Includes one consulting librarian. <sup>47</sup> Includes one consulting librarian. <sup>48</sup> Includes one consulting librarian. <sup>49</sup> Includes one consulting librarian. <sup>50</sup> Includes one consulting librarian. <sup>51</sup> Includes one consulting librarian. <sup>52</sup> Includes one consulting librarian. <sup>53</sup> Includes one consulting librarian. <sup>54</sup> Includes one consulting librarian. <sup>55</sup> Includes one consulting librarian. <sup>56</sup> Includes one consulting librarian. <sup>57</sup> Includes one consulting librarian. <sup>58</sup> Includes one consulting librarian. <sup>59</sup> Includes one consulting librarian. <sup>60</sup> Includes one consulting librarian. <sup>61</sup> Includes one consulting librarian. <sup>62</sup> Includes one consulting librarian. <sup>63</sup> Includes one consulting librarian. <sup>64</sup> Includes one consulting librarian. <sup>65</sup> Includes one consulting librarian. <sup>66</sup> Includes one consulting librarian. <sup>67</sup> Includes one consulting librarian. <sup>68</sup> Includes one consulting librarian. <sup>69</sup> Includes one consulting librarian. <sup>70</sup> Includes one consulting librarian. <sup>71</sup> Includes one consulting librarian. <sup>72</sup> Includes one consulting librarian. <sup>73</sup> Includes one consulting librarian. <sup>74</sup> Includes one consulting librarian. <sup>75</sup> Includes one consulting librarian. <sup>76</sup> Includes one consulting librarian. <sup>77</sup> Includes one consulting librarian. <sup>78</sup> Includes one consulting librarian. <sup>79</sup> Includes one consulting librarian. <sup>80</sup> Includes one consulting librarian. <sup>81</sup> Includes one consulting librarian. <sup>82</sup> Includes one consulting librarian. <sup>83</sup> Includes one consulting librarian. <sup>84</sup> Includes one consulting librarian. <sup>85</sup> Includes one consulting librarian. <sup>86</sup> Includes one consulting librarian. <sup>87</sup> Includes one consulting librarian. <sup>88</sup> Includes one consulting librarian. <sup>89</sup> Includes one consulting librarian. <sup>90</sup> Includes one consulting librarian. <sup>91</sup> Includes one consulting librarian. <sup>92</sup> Includes one consulting librarian. <sup>93</sup> Includes one consulting librarian. <sup>94</sup> Includes one consulting librarian. <sup>95</sup> Includes one consulting librarian. <sup>96</sup> Includes one consulting librarian. <sup>97</sup> Includes one consulting librarian. <sup>98</sup> Includes one consulting librarian. <sup>99</sup> Includes one consulting librarian. <sup>100</sup> Includes one consulting librarian.

# College and University Library General and Salary<sup>12</sup> Statistics (Group I)\*

Library	School, College, and Departmental Libraries on Central Library Budget			Subprofessional Assistants in All Departments			Number of Months for Which Salary is Paid			Hours per Week Required of Each Full-Time Staff Member			Annual Vacations			Number of Days Allowed With Pay For: Special Holidays			Substantial Leave
	No.	Min.	Max.	No.	Min.	Max.	Prof.	Subpro.	Prof.	Subpro.	Prof.	Subpro.	Prof.	Subpro.	Prof.	Subpro.	Prof.	Subpro.	
Alabama	2	1400	1740	2	700	810	12	12	39	39	44	26	12	12	12	4	4	4	None
Alaska	2	2700	2900	2	1800	1980	12	12	41	41	41	28	12	12	12	8	8	8	None
California (Berkeley)	2	2700	2900	2	1800	1980	12	12	41	41	41	28	12	12	12	8	8	8	None
Chicago	9	1400	1850	4	900	1200	12	12	40	40	40	26	12	12	12	8	8	8	None
Cincinnati	2	1000	1400	1	900	1200	12	12	39	39	39	26	12	12	12	5	5	5	None
Colorado State	2	1000	1200	2	1000	1200	12	12	44	44	44	24	12	12	12	6	6	6	Professional
Columbia	3	1140	1650	64	900	1320	12	12	384	384	384	26	12	12	12	18	18	18	None
Dartmouth	6	1300	1700	2	840	1000	12	12	39	39	39	26	12	12	12	11	11	11	None
Duke	4	1300	1700	2	840	1000	12	12	39	39	39	26	12	12	12	11	11	11	None
Harvard (College Library)	301	1500	2700	131	1400	1600	12	12	39	39	39	24	12	12	12	11	11	11	None
Illinois	1	2400	2700	2	1700	1800	12	12	40	40	40	26	12	12	12	11	11	11	None
Iowa	1	2400	2700	2	1700	1800	12	12	40	40	40	26	12	12	12	11	11	11	None
Iowa State	7	1500	2700	2	1700	1800	12	12	40	40	40	26	12	12	12	11	11	11	None
Joint University Libraries <sup>3</sup>	7	1500	2700	2	1700	1800	12	12	40	40	40	26	12	12	12	11	11	11	None
Kansas	3	950	1800	1	900	1200	12	12	40	40	40	26	12	12	12	11	11	11	None
Louisiana	13	1080	2500	1	900	1200	12	12	39	39	39	26	12	12	12	11	11	11	None
Michigan	14	1400	3000	7	1128	1600	12	12	39	39	39	26	12	12	12	11	11	11	None
Michigan State	1	800	2730	3	1128	1600	12	12	39	39	39	26	12	12	12	11	11	11	None
Minnesota	1	800	2730	3	1128	1600	12	12	39	39	39	26	12	12	12	11	11	11	None
Mont Holyoke	2	2000	2200	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
New York	5	1400	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
North Carolina	1	1313	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
Northwestern	2	1920	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
Oberlin	1	1313	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
Oklahoma	1	1313	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
Oregon	1	1313	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
Oregon State	4	1500	2200	2	1300	1800	12	12	40	40	40	26	12	12	12	11	11	11	None
Pennsylvania	4	1500	2200	2	1300	1800	12	12	40	40	40	26	12	12	12	11	11	11	None
Pennsylvania State	4	1500	2200	2	1300	1800	12	12	40	40	40	26	12	12	12	11	11	11	None
Pittsburgh	4	1500	2200	2	1300	1800	12	12	40	40	40	26	12	12	12	11	11	11	None
Princeton	4	1700	3300	5	1200	2400	12	12	40	40	40	26	12	12	12	11	11	11	None
Rochester	4	1700	3300	5	1200	2400	12	12	40	40	40	26	12	12	12	11	11	11	None
South	2	500	1620	4	360	1500	12	12	40	40	40	26	12	12	12	11	11	11	None
South Dakota State	2	500	1620	4	360	1500	12	12	40	40	40	26	12	12	12	11	11	11	None
Southern Methodist	8	1200	1800	5	1200	1500	12	12	40	40	40	26	12	12	12	11	11	11	None
Syracuse	8	1200	1800	5	1200	1500	12	12	40	40	40	26	12	12	12	11	11	11	None
University Libraries	1	1313	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
N.Y. State College of Forestry	1	1313	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
Tampa	1	1313	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
Texas	1	1313	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
Texas Tech	1	1313	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
Virginia	1	1313	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
Virginia State	1	1313	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
Washington (St. Louis)	1	1313	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
Washington (Seattle)	1	1313	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
Wayne	1	1313	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
Wellfleet	1	1313	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
Wyoming	1	1313	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None
Yale	1	1313	2000	1	1403	2000	12	12	42	42	42	26	12	12	12	11	11	11	None

1 Includes main collection of Harvard College Library and fourteen special libraries only unless otherwise noted. 2 Includes libraries in Georgia Tech College for Teachers, Scarratt College for Christian Workers, and Vanderbilt University. 3 Excludes Medical School and School of Nursing in Oklahoma City. 4 Central library only except as otherwise noted. 5 Salaries paid as of May 1, 1942. 6 Salary not for publication; or, confidential. 7 Not reported. 8 Plus \$225 for summer school. 9 Salary paid for one-half time for ten months. 10 Salary paid as of Nov. 1, 1941. 11 Salary paid for eight months only. 12 Salaries given are yearly salaries. 13 Salary paid as of Nov. 1, 1942. 14 Subprofessional, 12; clerical, 10. 15 In summer, 34; 15 in summer, 35. 16 In summer, 34; 17 in summer, 35. 18 In summer, 34; 19 in summer, 35. 20 In summer, 34; 21 Subprofessional, 38; clerical, 38-40. 22 Subprofessional, 42; clerical, 41. 23 Subprofessional, 40; clerical, 41. 24 Subprofessional, 24; clerical, 18. 25 Subprofessional, 24; clerical, 12. 26 After three months' service, 6; six months, 12; two years, 18; three years and over, 24. 27 Subprofessional, 28; clerical, 12. 28 Subprofessional, 41; clerical, 24. 29 Various. 30 Plus six days at Christmas or Easter if convenient. 31 Subprofessional, 6; clerical, 7. 32 Chief librarian and department heads who have academic rank of assistant professor or above. 33 Director, assistant chief librarian, and department heads. 34 Chief librarian and assistant chief librarian. 35 Librarian, associate librarian, and research librarian. 36 In computing the medians only comparable figures were used. 37 Retained in Group I although undergraduate enrollment is below 1000. \* Includes colleges and universities with enrollments of over 1000.

# College and University Library General and Salary Statistics (Group II)\*

Library	Fiscal Year Ending	Student Enrollment Regular Session <sup>a</sup>	Faculty Members Regular Session	Volumes Lent for Year	Circulation	Staff Salaries	Student Service	Books	Periodicals and Binding	Equipment	Other	Total	Total College or University Expenditures Last Fiscal Year
Agnes Scott College	303-642	467	47	38,008	6856	56,900	7563	1892	707	551	160	248	16,121
Allegheny College	303-642	795	48	96,650	22,754	115,259	8288	5149	1349	849	523	40	10,998
Amherst College	303-642	872	106	244,244	24,380	271,766	2018	10,234	1349	2649	461	1230	43,829
Antioch College	303-642	752	85	66,805	40,343	7579	4103	3281	629	494	160	688	13,922
Augsburg College	31A-642	863	59	80,722	16,084	28,000	7130	3000	1000	500	350	200	12,180
Baldwin-Wallace College	30A-642	546	79	34,075	18,377	1054	4894	2825	878	665	404	80	10,205
Bates College	303-642	681	58	78,809	43,903	63,894	8043	6869	684	597	1903	17,905	243,834
Birmingham-Southern College	31A-642	801	420	52,021	18,201	9498	1900	1971	713	419	349	318	237,868
Bryn Mawr College	303-642	623	39	193,618	13,774	22,020	1846	9552	1431	1306	3520	846	3310
Carleton College	303-642	401	34	133,503	24,004	30,233	3600	400	2907	985	229	369	68
Case Western Reserve University	31A-642	798	28	25,400	11,170	35,733	6540	1088	1473	769	450	358	11,491
Coe College	303-642	419	33	103,652	20,938	11,846	2786	453	870	557	226	613	79
Colby College	303-642	529	165	80,843	23,760	11,567	8449	1075	605	600	390	15,330	428,887
Concordia College	303-642	601	17	62,101	14,800	12,130	1025	272	1219	306	182	79	5154
Connecticut College	303-642	529	165	41,829	17,794	17,794	8056	1350	962	1494	412	173	2128
Denison University	30A-642	601	60	156,321	14,887	17,794	8056	1350	962	1494	412	173	2128
Dartmouth College	303-642	414	55	52,444	21,322	33,027	9956	872	9012	783	783	1000	28,459
Elmira College	303-642	260	34	78,201	22,161	20,093	16,387	65	61739	783	783	1000	28,459
Fisk University	303-642	361	33	78,201	22,161	20,093	16,387	65	61739	783	783	1000	28,459
Goucher College	303-642	546	51	107,484	17,470	14,661	14,408	98	2137	783	783	1000	28,459
Hamilton College	303-642	449	51	107,484	17,470	14,661	14,408	98	2137	783	783	1000	28,459
Hartford College	31A-642	337	103	54	35	156,973	13,198	771	4139	350	1014	180	10,367
Hobart College	31M-642	525	62	22,273	22,273	45479	4894	706	3723	1474	519	360	703
Illinois Wesleyan University	303-642	731	233	43,942	7154	23,501	3456	1795	3884	882	197	14	27
Lawrence College	30A-642	620	80	67,233	14,760	22,918	9273	246	1919	1402	389	190	516
Lehigh University	303-642	803	111	88	47	82,133	19,843	3915	1354	518	741	2247	21,699
Middlebury College	303-642	645	79	108	47	11,124	1247	4465	1354	518	741	2247	21,699
Millersville College	303-642	671	218	19	22,506	11,151	11,000	2478	3915	1354	518	741	2247
Monmouth College	303-642	470	51	31,725	15,571	22,840	11,000	782	938	486	187	66	55
Morningside College	303-642	473	166	47	134	22,611	3400	694	2250	600	258	150	10,367
Mount Union College	31A-642	484	134	66,480	10,818	12,496	5600	379	2324	749	566	347	7352
Pennsylvania College	303-642	844	82	100,557	23,429	82,657	11,120	1459	4866	1686	1249	257	900
Randolph-Macon Woman's College	30A-642	651	88	56,140	15,299	48659	7650	5014	3500	752	411	324	2415
St. Catherine's College of	303-642	626	59	62,578	24,819	24,5879	82509	5014	2222	637	551	324	12,313
St. Clare College	303-642	451	65	66,141	9385	56979	11,928	608	1400	1400	998	600	150
Trinity College	303-642	329	352	80	43	140,000	11,928	608	1400	1400	998	600	150
Wake Forest College	303-642	1058	533	60	40	63,091	13,879	3300	984	989	740	127	170
Washington & Jefferson University	303-642	877	296	60,842	19,514	17899	9490	400	4660	1053	570	863	17,030
Wells College	303-642	725	99	94,137	27,895	33809	8345	8345	13,800	6631	3397	635	61
Wesleyan University	303-642	652	134	26,266	14,942	11,914	4259	2255	3397	635	367	1426	304
Whitman College	303-642	593	53	74,021	6564	34449	4250	826	2214	851	630	303	1163
Willamette University	31M-642	727	73	24,639	12,867	13,257	8213	1829	2847	1457	563	201	15,984
Williams College	303-642	720	89	37,500	19,671	13,087	24,639	3448	1000	3021P	563	201	15,984
Worcester College of	31M-642	869	100	188,297	13,945	27389	24,639	2337P	11,343	4277	1826	2673	6116
Worcester College of	31M-642	869	100	35	93,812	30,413	10,500	1610	4543	1249	496	231	1572
High		1058	533	282,539	45,903	116,176	25,760	5631	11,343	4277	4880	5000	2673
Median		624	127	67,019	15,259P	22,264	7579	1600	3022	910	551	408	509
Low		260	32	22,506	4573	1646	1100	0	760	435	137	0	27

\* As of third week fall term; excludes graduate students. <sup>a</sup> Excludes overnight students. <sup>b</sup> Includes overnight students and all loans of reserved books. <sup>c</sup> Includes overnight loans. <sup>d</sup> Excludes capital outlay and auxiliary expenditures. <sup>e</sup> Excludes overnight loans. <sup>f</sup> Excludes overnight loans. <sup>g</sup> Excludes overnight loans. <sup>h</sup> Excludes overnight loans. <sup>i</sup> Excludes overnight loans. <sup>j</sup> Excludes overnight loans. <sup>k</sup> Excludes overnight loans. <sup>l</sup> Excludes overnight loans. <sup>m</sup> Excludes overnight loans. <sup>n</sup> Excludes overnight loans. <sup>o</sup> Excludes overnight loans. <sup>p</sup> Excludes overnight loans. <sup>q</sup> Excludes overnight loans. <sup>r</sup> Excludes overnight loans. <sup>s</sup> Excludes overnight loans. <sup>t</sup> Excludes overnight loans. <sup>u</sup> Excludes overnight loans. <sup>v</sup> Excludes overnight loans. <sup>w</sup> 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Excludes overnight loans. <sup>ql</sup> Excludes overnight loans. <sup>qm</sup> Excludes overnight loans. <sup>qn</sup> Excludes overnight loans.

site. p Includes periodicals. q Overnight only. r No salaries paid; figure reported represents evaluation of

## College and University Library General and Salary Statistics (Group II)\*

Library Income Last Fiscal Year														
Library	Income			Total	Pro- fessional	Number of Employees in Full-Time Equivalent			Total	Chief Librarian	Associate or Assistant Librarian	Administrative Office Assistant No.	Department Heads	
	Allocation from Institution Budget	Income from Endow- ment Funds <sup>a</sup>	Gifts			Other	Clerical	Subpro- fessional					Admini- strative Office	No.
Agnes Scott College.....	16,168	.....	.....	16,168	4	..	..	4	g	.....	..	..	..	..
Allegheny College.....	16,810	1041	210	18,374	4	..	..	4	g	.....	..	..	..	..
Amherst College.....	31,274	11,237	89	46,222	10	3	1	14	g	.....	..	3	g	g
Antioch College.....	19,416	295	143	21,294	5	..	..	5	g	1760	1	1275	..	..
Augustana College.....	12,180	.....	.....	21,294	3	1	..	4	g	2750	..	..	..	..
Baldwin-Wallace College.....	7480	2765	80	10,295	2	1	..	3	g	2700	..	..	..	..
Bates College.....	1678	3535	1656	6869	5	..	..	5	g	2800	..	..	..	..
Birmingham-Southern College.....	12,389	600	280	13,169	3	4	..	4	g	2400	..	..	..	..
Bowdoin College.....	27,730	6845	1101	39,001	3	2	1	6	g	5200	1	1200	..	..
Carleton College.....	20,553	1855	.....	22,408	4	3	..	7	g	4000	..	3	1400	1800
Carroll College.....	6500	.....	4000	10,700	2	..	..	2	g	2000	..	..	..	..
Coe College.....	16,330	.....	.....	15,330	3	..	1	3	g	2000	1	780	..	1500
Concordia College.....	3608	20	2126	6154	2	..	1	2	g	2100	1	g	..	g
Connecticut College.....	36,930	449	254	38,123	9	1	..	10	g	3000	1	g	..	g
Davidson College.....	3300	.....	490	3747	3	..	..	3	g	3000	..	..	..	..
Denison University.....	19,925	265	247	20,016	5	4	..	9	g	2700	..	1	1600	..
Durham College.....	8904	.....	.....	8904	3	1	1	3	g	1650	1	..	..	..
Elmira College.....	8000	20	182	8755	2	..	..	2	g	800	1	..	..	..
Elm University.....	16,694	.....	185	16,879	3	..	..	3	g	16,879	..	..	..	..
Goucher College.....	22,461	634	1150	24,893	5	3	1	8	g	3300	..	..	3	2000
Hamilton College.....	14,130	7900	50	1026	6	2	..	3	g	1560	1	1080	1	1600
Hastings College.....	14,320	.....	3408	6008	1	1	..	2	g	2160	..	..	..	..
Howard College.....	11,752	11,167	609	23,567	4	2	1	7	g	2000	1	1800	..	..
Indiana Wesleyan University.....	12,036	6000	469	12,705	1	1	..	2	g	2150	..	..	1	1320
Knox College.....	6853	5521	429	9192	2	..	..	2	g	3200	..	..	..	..
Lawrence College.....	12,270	177	1514	12,633	3	3	..	3	g	g	1	g	..	g
Middlebury College.....	21,108	1500	1478	24,067	6	..	..	6	g	1800	..	1	1300	..
Mills College.....	23,150	250	303	23,783	5	1	1	7	g	2500	..	..	1	1900
Millsaps College.....	.....	.....	.....	10,363	3	1	..	4	g	1300	..	..	..	..
Monmouth College.....	6234	1225	700	2218	2	..	..	2	g	1900	..	..	..	..
Morningside College.....	6217	134	1001	10,267	2	..	..	2	g	1800	..	..	..	..
Mount Union College.....	10,683	338	319	11,466	3	..	..	3	g	4400	1	1300	..	..
Pomona College.....	19,460	3678	41	24,049	3	2	1	6	g	3250	1	900	1	1900
Randolph-Macon Woman's College.....	12,650	.....	881	12,650 <sup>a</sup>	4	..	..	4	g	g	..	..	..	..
St. Catherine College.....	9000	215	5250	14,465	3	1	..	4	g	3000	1	1200	..	..
Sweet Briar College.....	.....	.....	.....	18,582	5	1	..	5	g	5500	..	..	..	..
Trinity College.....	13,743	.....	.....	12,200	3	..	1	4	g	2050	1	1600	..	..
Wake Forest College.....	11,640	.....	600	2221	2	..	..	2	g	1875	..	..	..	..
Washington & Jefferson College.....	10000	971	250	17,036	5	..	..	5	g	3000	1	1000	2	1800
Wells College.....	17,036	64	73	15,875	4	1	..	15	g	1800	1	1000	1	2100
Wesleyan University.....	15,875	13,791	20940	55,165	9	4	1	14	g	3000	..	..	..	..
Westminster College.....	2075	160	1332	4603	3	..	..	3	g	1900	..	..	..	..
Whitman College.....	8600	.....	436	9040	3	..	..	3	g	2500	..	..	3	1200
Whitman College.....	9563	.....	124	15,178	4	2	..	6	g	1450	..	..	..	1600
Willamette University.....	8448	.....	1550	8640	2	..	..	2	g	2000	..	..	..	..
Williams College.....	15,000	.....	192	22,832	10	1	..	11	g	4000	2	1200	2	2800
Wooster College.....	20,902	103	1629	22,832	6	..	..	6	g	.....	..	..	4	g
.....	39,074	13,791	4000	55,165	10	4	1	14	g	5260	2	1800	4	2800
.....	12,270	.....	.....	14,205	3	..	..	3	g	1600	..	1200	..	3000
.....	1000	0	0	2221	1	0	0	2	g	1050	0	780	0	1200
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* Includes income from trust and all invested funds specifically designated for library purposes. b Half time. c Plus five "others." d Plus one "other." e Plus one half "other." f For salaries, books, periodicals, and binding only. (Other items on general institutional budget.) g Confidential. h Evaluation of "others" services. i Not reported. j Also member of teaching faculty; salary not reported. k Part of salary paid as teaching professor. m Pomona, Scripps, and Claremont Colleges have joint order and catalog departments, including five staff members not included here. n Member of religious order; no salary. p Plus four "others." q Plus two "others." r Counting median, excluding zeros. Medians which would appear to have no significance have not been computed. \* Includes colleges and universities with enrollments of under 1000.



# College and University Library General and Salary Statistics (Group II)\*

Library	Professional Assistants		Subprofessional and Clerical Assistants		Student Service Last Fiscal Year		Number of Months for Which Salary Is Paid		Hours per Week Required of Each Full-Time Staff Member		Number of Days Annual Vacation		Days Allowed with Pay as Special Holidays		Substantial Leave
	No.	Min. Max.	No.	Min. Max.	Total Hours for Year	Min. Max.	Professional	Subprofessional	Professional	Subprofessional	Professional	Subprofessional	Professional	Subprofessional	
Ames Scott College.....	3	1200	1300	..	..	..	10	..	39	..	23	..	..	..	No
Albany College.....	34	..	..	..	6300	30	12	..	40	..	26	..	6	..	Librarian
Albion College.....	64	..	..	..	4819	40	12	..	39	..	40	..	6	..	Director
Antioch College.....	24	1200	1300	..	5200	30	12	..	39	..	25	..	11	..	Lib'n. & Ass't <sup>e</sup>
Augsburg College.....	22	1380	1600	..	3744 <sup>f</sup>	35	10	..	40	..	30	..	7	..	Yes
Bates College.....	1	1475	..	..	0	..	12	..	42	..	24	..	..	..	Librarian
Baylor College.....	3	1000	1400	..	..	30	12	..	40	..	30	..	21	..	No
Baylor Southern College.....	3	1200	1500	..	10,005	25	9 & 10 <sup>g</sup>	..	40	..	21	..	21	..	Yes
Brigham Young College.....	2	800	1400	..	6331	25	12	..	42	..	20	..	6	..	Librarian
Cardinal College.....	3	1000	1150	..	9259	40	12	..	38	..	20	..	10	..	Librarian
Carroll College.....	..	..	..	..	1233	30	..	..	38-40	..	21	..	18	..	No
Coe College.....	..	..	..	..	2428	35	..	..	40	..	..	..	..	..	Librarian
Colby College.....	..	..	..	..	5478	35	12	..	40	..	28	..	..	..	Librarian
Concordia College.....	..	..	..	..	1810	35	12	..	39	..	24	..	8	..	No
Connecticut College.....	..	..	..	..	2127	35	12	..	38	..	40	..	..	..	Librarian
Davidson College.....	4	1200	1600	..	..	..	10 & 12	..	38 & 39	..	33	..	11	..	Librarian
Denison University.....	2	1400	1600	..	5705	30	12	..	34-42	..	18 & 22	..	11	..	No
Earlham College.....	2	1000	1050	..	4104	30	10	..	30	..	..	..	..	..	Librarian
Elmira College.....	1	164	..	..	2923	35	10	..	30	..	..	..	28	..	No
Fisk University.....	3	..	..	..	3400	25	12	..	41	..	26	..	6	..	Librarian
Goucher College.....	2	1200	1900	..	..	..	12	..	41	..	42	..	6	..	Librarian
Hamilton College.....	3	1200	1500	..	71	..	12	..	42	..	26	..	8	..	Librarian
Haverford College.....	1	1320	..	..	..	25	10	..	46	..	30 <sup>b</sup>	..	..	..	Librarian
Hobart College.....	2	..	..	..	..	..	10	..	38	..	..	..	..	..	No
Illinois Wesleyan University.....	14	1680	1180	..	2558	30	12	..	40	..	27	..	18	..	No
Knox College.....	2	1350	1500	..	4100	35	10 & 11	..	40	..	18	..	..	..	No
Lawrence College.....	..	..	..	..	3262	30	12	..	42	..	26	..	..	..	Librarian
Middlebury College.....	3	..	..	..	4955	35	12	..	38 <sup>g</sup>	..	21	..	..	..	Librarian
Millaps College.....	1	..	..	..	2982	20	12	..	39	..	30	..	..	..	No
Monmouth College.....	2	..	..	..	3100	25	10 & 12	..	40	..	24	..	..	..	No
Morningside College.....	..	..	..	..	2300	25	11	..	40	..	20	..	..	..	Librarian
Mount Union College.....	..	..	..	..	1292	30	12	..	37 <sup>g</sup>	..	26	..	12	..	Librarian
Pennosa College.....	1	500	..	..	3856 <sup>g</sup>	35	9 & 12	..	40	..	20	..	14	..	Librarian
Randolph-Macon Woman's College.....	3	..	..	..	16,713	..	12	..	42	..	..	..	..	..	Librarian
St. Catherine, College of.....	2	1400	1800	..	..	..	12	..	39	..	10 & 18	..	..	..	Librarian
Sweet Briar College.....	2	1400	1800	..	1400	40	11	..	38	..	..	..	..	..	No
Trinity College.....	4	..	..	..	1400	30	11	..	38	..	19	..	..	..	No
Wake Forest College.....	..	..	..	..	1400	30	11	..	38	..	..	..	..	..	No
Washington & Jefferson College.....	3	880	1020	..	2460	40	12	..	42	..	..	..	..	..	No
Wells College.....	2	..	..	..	2000	40	12	..	36	..	25-75	..	..	..	Librarian
Wesleyan University.....	71	1500	1800	..	12,315	35	12	..	38	..	27	..	12	..	5 wks. after 10 yrs.
Westminster College.....	..	..	..	..	7000	..	12	..	39	..	30	..	12	..	Librarian
Whitman College.....	1	1100	..	..	2439	35	10	..	40	..	22	..	16	..	..
Willamette University.....	2	480	720	..	7316	20	12	..	40	..	15	..	..	..	..
Williams College.....	4	1500	2500	..	3310	30	12	..	40	..	30	..	25	..	..
Wooster, College of.....	1	..	..	..	5121 <sup>d</sup>	..	..	..	40	..	..	..	..	..	..
..	..	..	..	..	4024	30	12	..	39 <sup>g</sup>	..	..	..	..	..	No
High.....	71	3000	2500	..	16,713	40	12	..	50	..	75	..	28	..	..
Median.....	..	1250	1800	..	896	30	12	..	40	..	23 <sup>g</sup>	..	11	..	..
Low.....	0	880	1020	..	71	20	9	..	36	..	20	..	4	..	..

\* Confidential. <sup>b</sup> Not reported. <sup>c</sup> Members of religious order; no salary. <sup>d</sup> Not paid from library budget. <sup>e</sup> Thirty hours per week of student help in return for scholarship aid. <sup>f</sup> Includes colleges and universities with enrollees of under 1000. <sup>g</sup> Student assistants allowed \$100 on tuition.

# Review Articles

## Government Publications: Documentation and Distribution

*Public Documents and World War II, Papers Presented Before the Committee on Public Documents, American Library Association, Milwaukee, Wisconsin, June 23 and 25, 1942.* Jerome K. Wilcox, ed. American Library Association, 1942. 118p. \$2.

IN ADDITION to the normal common denominators of time, place, and subject to be expected in a symposium, the papers in this collection have another and far more important similarity which brings them into close sympathy with each other and which poses the most important problem yet to be solved by librarians and archivists: How can prompt and comprehensive bibliography, coupled with rapid and efficient distribution, be achieved?

Articles by Scudder and Wilcox present in discouraging detail the increasing acquisition difficulties brought about by Office of War Information attempts to "clear channels for war information," by the mushrooming of new agencies and publishing offices, and by the again increased use of processing equipment. A turn to the discussion of British documents by W. C. Dalgoutte of the British Information Services reveals an almost identical situation in Great Britain, which differs only in that it is further confounded by a serious paper shortage. Mrs. Cabeen, writing on the publications of European governments in exile, provides comprehensive bibliographies of those publications but finds it necessary to add, "no brief is held for their completeness in view of

the uncertainty of communication and the lack of official bibliography." And Wilcox, writing this time on the "Official War Publications of Canada," is called upon to qualify his compilation with the "hope that this list is comprehensive." Throughout the volume is revealed continual struggle of librarians to list and acquire the important publications being issued—a struggle frequently ending in frustration before increasing numbers of documents listed nowhere at all or listed too late to make acquisition possible.

The most fundamental problem is that of bibliography, or, preferably, documentation, for the term "bibliography" bears overtones of selectivity, the prevalence of which in present document listing is the cause of much of our difficulty. The *Weekly List* is admittedly selective, the *Monthly Catalog* is only relatively more complete, and the *Document Catalog*, despite its greater size and more careful cataloging, adds comparatively few titles to those appearing in the *Monthly Catalog*. In Britain the *Consolidated List of Government Publications* is limited to those comparatively few items available for sale, and Canada apparently makes no attempt at official bibliography at all.

The reasons for this rather indiscriminate attention to government documentation are not difficult to find in our own federal government and in the state governments as well; the situation in Canada and Britain is not far different. Even though Congress and a few states, notably

California, have tried to centralize all printing in one government office, so great is the centrifugal force engendered in the spreading of the printed (or mimeographed) word that no law of Congress nor any budgetary limitation, however specifically it is phrased, can prevent the printing or duplication of some material apart from the centrally established printing office. In an organization as large as the federal government we might as well give up trying, and that is precisely what has, in effect, been done. But that should not mean that the 1895 objective of a comprehensive listing of all government publications should be given up as well but means rather that efforts at complete documentation must be doubled and redoubled, just because actual publication is so widespread.

The job is not an impossible one. In 1939 approximately thirty-six thousand items were listed in the *Monthly Catalog*, of which about two thirds were single issues of a much smaller number of periodical publications. In the same year the Superintendent of Documents received another fourteen thousand items which were not listed in the *Monthly Catalog*. Even if we doubled this figure of fifty thousand items a year by including all processed material published in Washington and all material, printed and processed, published in the field, as well as maps, charts, restricted and confidential material not now listed, the estimated one hundred thousand items a year do not represent an impossible bibliographical project. The job can be done if the library and archival professions can somehow convince the proper authorities that it needs to be done if the vast publishing program of the federal government is to achieve its maximum ef-

fectiveness, both in terms of the immediate usefulness of the material being published and in terms of giving scholars and historians access to the published records of the largest civil government in history.

The details involved in organizing such a project need not be described here. Almost any imaginative librarian or archivist could develop a practicable plan which would need only slight modifications in the course of being placed in operation. A brief outline of objectives would include the need for current listing of all publications within two weeks of publication; the inclusion of all publications, printed and processed, restricted and confidential, those published in the field (including offices abroad) as well as those issued in Washington; annual cumulation or at least annual cumulative indexing; and the continuation of present efforts toward cumulative subject cataloging in the biennial *Document Catalog*. Considerable economy in current listing could be achieved by listing each periodical only once each year, with such current additions as changes in title, format, or frequency make necessary. The codification of many publications into new or existing periodicals or series would also simplify economical listing as well as facilitate efficient document distribution.

Second to the problems of documentation only because proper listing must chronologically precede effective distribution are the problems incident to placing sufficient copies of all government publications where they are needed and wanted and where their authors, publishers, and distributors want them to be. The second of these two categories hardly merits our attention here, for the much maligned body of information experts on federal payrolls

is quite capable of the solution of that problem whenever it is given sufficient money and authority to put a specific program across. The distribution of a much more limited number of publications to the people who want and need them is apparently a much more difficult problem, calling for the best judgment and planning of which archivists, librarians, and scholars are capable.

The American Library Association and its Committee on Public Documents have long been at work on the problem, not without some success in certain specific fields, but no major attack on the problem as a whole has in recent years been allowed a considered hearing in either congressional or bureaucratic halls. The most recent such attempt is reported elsewhere in this issue. Its probable success is not yet known, but even if all of its recommendations come to pass for the duration of the war and are allowed to stand during the peace that is to follow, the resultant plan of document distribution will not yet be the best of all possible plans.

The time for the development of such a plan is probably not yet. The chaotic maldistribution of government publications which now obtains in this country and others must probably become a good deal worse, a good deal more tangled and impossible to handle before the learned professions assemble willing hands and ample funds to upset the whole apple cart and begin anew. Such beginning anew must start with a current and comprehensive bibliography broadly planned on a sound basis of adequate and permanent documentation of all items as they are published, must follow through with ample stocks of all publications to meet known and anticipated demand, must provide im-

mediate and complete distribution of all or selected documents to the libraries and archives known to be fully equipped in space, administration, and personnel to care for them properly, and must make available immediately on publication or on application those documents which individuals, scholars, and farmers alike need and want for the prosecution of the many activities government publications are designed to assist. Such a distribution program would somehow cut the gordian knot of sales versus free distribution, somehow resolve the apparently irrepressible conflict between printing and processing, and silence once and for all the vociferous critics of "wasteful distribution." The statement on "Government Publishing in Wartime" is a step in the right direction; many more such steps and a few leaps and bounds are needed if the millennium in document production, documentation, and distribution is to be achieved in our time. —*LeRoy Charles Merritt, State Teachers College Library, Farmville, Va.*

*Subject Guide to Reference Books.* Herbert S. Hirshberg. American Library Association, 1942. xvi, 260p. \$4.

THE PRIMARY PURPOSE of this book can best be given in the author's own prefatory statement that it "attempts to provide an alphabetic subject guide to the books needed by libraries for the answering of questions frequently asked. It is designed to be a ready reference tool for the librarian's desk and to point the way to or recall sources of information in books commonly held as well as some less well known." To this purpose it is admirably suited.

It is an alphabetic list of topics covered at lengths which vary from the five titles



cited under "Art Prices" or the four under "Slogans" to the twenty pages devoted to "Biography," well organized under fifty subheads. Material on about half the topics is subdivided, most commonly into bibliographies and reference sources but in some cases under headings more specifically related to the subject. Perhaps a score of subjects are as elaborately divided as "Biography," with the plan of organization outlined at the beginning of the unit. The selection of subjects was based on analysis of reference inquiries in the public libraries of Cleveland and Akron and the library of Western Reserve University, and further influenced by the existence or nonexistence of reference books in a field.

According to the index, nearly two thousand titles are included, some 450 of them not in Mudge. (See Appendix A. The eleven months' advantage of this volume, which includes "latest available editions and new titles up to December 1941," over the second Mudge supplement, 1938-40, would account for a few of these.) Perhaps a score of general reference books—encyclopedias, yearbooks, periodical indexes—are entered under each of a dozen or more different headings (the palm is borne off by *Lincoln Library*, forty-one entries, the *World Almanac* running up with thirty-one), but the mean number of appearances per title is still probably not over two, and 70 per cent appear but once. Annotations for a repeated item differ from subject to subject, indicating its special usefulness in each connection.

Mr. Hirshberg's second purpose, to provide an aid for teaching reference in library schools, is ably defended in his preface. I believe no reference librarian and few teachers of reference will dispute

his claim that the best preparation for practical work is the "inductive method" of learning books by actual use to meet specific needs, and certainly his subject breakdown into more than two hundred small units makes for specific and practical acquaintance with the titles cited under each. It seems inevitable, however, that in his own teaching Mr. Hirshberg must deal with these small subjects in larger constellations such as he presents in his "Classified List of Units" (p. xiii-xvi). I think it equally certain that most library schools give half to two thirds of the reference course to a subject approach, devoting only an introductory term to the mastery of basic types (among the general tools) whose characteristics and peculiarities recur again and again in subject reference books. The chief difference between the two methods, then, would be in the amount of emphasis placed on "historical and bibliographical facts, necessary in a bibliography like that of Mudge," on recognition of types of reference material in many subject fields, and on practical problem work.

The realistic question facing most reference instructors is whether the ideally best method is the simplest and most workable in the average library school situation. The first-year course in general is admittedly burdened to the limit with detail which must be mastered, cataloging and reference being chiefly responsible, and any legitimate simplification of that detail seems justified. Reducing the number of titles learned or examined in reference is desirable, and classifying both general and special-subject reference tools by types has proved mnemonically helpful. Short of a controlled experiment, presenting the same material by the two methods to matched

groups, one has only subjective opinion to offer; but it seems probable that the more conventional would prove as efficacious as the inductive in learning two thousand books, of which 70 per cent (this by statistical sampling of the index) are mentioned in connection with but one subject and therefore seen but once.

Another difficulty in the way of the more practical method is that it requires an immense amount of problem work. The preparation of fruitful exercises to cover a couple of hundred small subjects is time-consuming for the instructor and must be freshly done each season lest books become so worn or soiled at given pages as to reduce their value as both problem and practical reference material. The time needed for any kind of check upon the results of numerous problems is also large and, without aid in revision, not to be undertaken lightly. Moreover unless reference classes are small or resources and space permit of duplicate or even multiple copies of books to be consulted, search in a large number costs students much time and energy. In short, where a library

school depends on a reference collection not of its own but of its parent institution, lacking duplicate copies and used by other students and staff members, instructors may well find themselves unable to apply the inductive method to an extent which could make it effective.

These comments are not to be construed as negative criticism of Mr. Hirshberg's pedagogic method. Western Reserve Library School trains first-year classes of eighty or more students, and it is improbable that all the conditions under which they work are ideal. It would be most interesting to fellow teachers of reference to hear in more detail how a veteran at the game achieves his indubitable success, and we shall look eagerly for the appearance of the workbook to accompany the present guide, which he tells us is in progress. In the meanwhile the guide will be a considerable aid to colleagues in their own teaching of subject reference work, by whatever basic method they present the material.—*Jeannette H. Foster, Drexel Institute School of Library Science, Philadelphia.*

East

Cornell University has announced the establishment of

the Collection of Regional History, to be devoted to the preservation of upstate New York cultural source materials. The collection will supplement the book collection of the university library and will include newspapers and magazines, documents, farm and business records, diaries and family journals, and educational and religious papers. Whitney R. Cross is the curator. The undertaking has been encouraged by a grant of eighteen thousand dollars from the Rockefeller Foundation.

The four thousand-volume library of Arlington Hall Junior College, whose plant was taken over for war purposes, has been purchased at auction by Fairleigh Dickinson Junior College, of Rutherford, N.J.

The Mark Twain Collection of more than a thousand books and manuscripts, assembled by the late Willard S. Morse, has been presented to the Yale University Library by Judge and Mrs. Walter F. Frear.

Yale University Library has received as a gift from George Dudley Seymour a collection of more than twenty-five thousand books and manuscripts from the Hillhouse Mansion, New Haven. The books include a railway library and collections on art, logic, English, and French literature. The manuscripts include account books from nearly every generation of the Hillhouse family from 1755 to date.

The children of Dr. Samuel W. Lambert have presented to the Yale University Library his collection of the works of Izaak Walton and Charles Cotton, including all of the early and most of the

later editions of *The Compleat Angler*.

The original manuscript of Henry Wadsworth Longfellow's poem, "The Village Blacksmith," has been presented to the Library of Congress by Frank J. Hogan, of Washington, D.C.

Lebanon Valley College, Helen E. Myers, librarian, has acquired the famous Heilman Library of some three thousand volumes. It is a heterogenous collection noted chiefly for its early American imprints.

In an administrative reorganization at the University of Maryland, Carl W. Hintz, librarian, the dental, medical, and pharmacy libraries have been placed under centralized supervision and brought more directly under the control of the university librarian. Thelma Wiles, Michigan '35, formerly in charge of the dental-pharmacy libraries, has been appointed to the new position.

South

With the completion of the new library building at the University of South Carolina, the old building was given over entirely to South Caroliniana. R. L. Meriwether, of the department of history, is curator of this collection.

A section of the Cyrus Hall McCormick Library of Washington & Lee University has been assigned to the Technical Library of the Army School of Special Studies, which has leased a part of the university's physical equipment. Members of the Army School also have access to the entire book collection of the university.

## News from

## the Field

LeRoy C. Merritt, librarian, State Teachers College, Farmville, Va., assisted in the preparation of a statement on "Government Publishing in Wartime." This statement was presented to Elmer Davis of the Office of War Information to protect the interest of libraries, scholars, and the public during a period of restricted distribution of federal documents.

The first number of the Collis P. Huntington Memorial Library (Hampton Institute) *Notes* appeared in November. It is mimeographed and contains news about books, advice on how to use the library, and much general information of value to students and faculty. David Jolly is librarian.

At the October meeting of the Kentucky Library Association action was taken to bring up to date the *Check List of Kentucky Newspapers Contained in Kentucky Libraries*. The original list was compiled in 1933.

Through friends of the late Thomas Wood Stevens, director of dramatics at the University of Arizona, the university library, Frederick Cromwell, acting librarian, has received a collection of drama and associated literature comprising one thousand volumes. Half of this number came from Mr. Stevens' library and the remainder from authors, actors, and other friends throughout the country.

Texas Christian University Library, Bertie H. Mothershead, librarian, has been presented an excellent collection of music, the gift of James R. Curtis. The

collection ranges from jazz to classical.

The listening room of the Baylor University Library, Robert W. Severance, librarian, has been open at night and on Sundays to enlisted men in neighboring Army camps. The use of the record collections and equipment by service men has been heavy.

A memorial collection of American literature, with emphasis on American folklore, has been started in the University of Arkansas Library by friends and former students of Professor George E. Hastings, who died in November 1942.

The papers of the *Middle West* Historical Records Survey of Missouri have been deposited in the library of the University of Missouri. The collection, which fills two hundred filing cases, includes county court records, church, county, and city historical material, and the results of various other projects undertaken by the survey.

The Simpson College Library of Indianola, Iowa, Inis I. Smith, librarian, has received a gift of one thousand dollars from William Buxton, Jr., for the purchase of books in the field of fine arts.

MacAlester College has opened a new library building costing \$140,000. William P. Tucker, a former librarian of the state of Washington, is the newly appointed librarian.

Plans are materializing for the compilation of union catalogs of the libraries of the University of Detroit, Michigan State College, University of Michigan, Wayne University, the Detroit Public Library, and Michigan State Library. One copy of the catalog will be incorporated in the present University of Michigan union



catalog. The other, composed of a copy of the printed Library of Congress Catalog cards and a supplementary file, will be located in the Detroit Public Library. These catalogs will serve as indexes to the reference resources of the contributing libraries and as a basis for cooperative purchases.

The Junior Members Section of the Kansas Library Association has issued a *Directory of Kansas Librarians, 1942*. In addition to its alphabetical and geographical list of over seven hundred librarians, it contains the new constitution of the association and a list of the 1942-43 officers. Copies are available at fifty cents each from Reverend B. E. Moll, librarian, St. Benedict's College, Atchinson, Kan.

Milwaukee-Downer College, Maude Mitchell, librarian, has been made the residuary legatee to receive a large portion of the estate of the late Mr. and Mrs. E. E. White, of Milwaukee. The college library will receive from this estate a sum sufficient to double that now spent annually for books.

The Atchison (Kansas) *Champion*, 1858-76, is being filmed under the sponsorship of the Kansas State Historical Society. Positive copies will cost about two hundred dollars. Those interested should direct their inquiries to N. H. Miller, Research Director, Kansas State Historical Society, Topeka.

The University of Missouri Library and the State Historical Society of Missouri are cooperating in the establishment of a manuscripts division for the collection and preservation of source materials of the Missouri River and Great Plains region. Attention will be focused for the most part on farm and business records, letters, diaries, family journals,

and manuscript records of educational and religious institutions. The program has been made possible by a grant from the Humanities Division of the Rockefeller Foundation.

#### *West*

The research materials collected by the Oregon Writers

Project on Oregon history have been deposited in the Oregon State Library.

The literature department of the Los Angeles Public Library, Althea H. Warren, librarian, has started a file of quotations and slogans of World War II. These utterances of military and civilian leaders are taken from such sources as newspapers, magazines, and the radio. The file will carry the author's name, the date, and the source.

The *Use of a Technical Library* is being distributed by the School of Engineering and Industrial Arts of Oregon State College as number six of its Circular Series. This study of the engineering and technology reference room of Oregon State College Library was made last year and offered by William E. Jorgensen as his Master's thesis. Mr. Jorgensen was engineering librarian until recently, when he was commissioned a lieutenant (jg) in the Navy.

The University of California Library, Harold L. Leupp, librarian, has acquired the personal libraries of two former professors in the university. They are the European medieval history collection of the late Professor James Westfall Thompson and the library of the late Professor W. S. Kuno. The Kuno collection pertains to the political, social, and economic history of Japan, and for the most part is in the Japanese language.

*Personnel*

Harry Bauer, librarian of the T.V.A. Technical Library, Knoxville, Tenn., has been commissioned a captain in the Army Air Corps and is now on duty in the Middle East.

J. Isaac Copeland, formerly librarian of Furman University, is now acting librarian of Presbyterian College, Clinton, S.C.

Eva Wrigley, in recent years assistant librarian of Furman University, has been appointed librarian.

Lewis C. Branscomb, until recently librarian of Mercer University, has been appointed librarian of the University of South Carolina.

Robert B. Smith, of the Library of Congress staff, has been appointed director of the Hispanic Foundation to serve in the absence of Lewis Hanke, who has undertaken a special assignment for the Division of American Republics, Department of State.

Sidney Kramer has been appointed to the staff of the Library of Congress as resident fellow in war bibliography. Kramer began his service in October. He will survey the resources of American libraries in general and the Library of Congress in particular, in the field of materials important to the conduct of the war and the settlement of the peace.

M. Joseph McCosker, director of the Atwater-Kent Museum in Philadelphia, has been appointed consultant on exhibits in the Library of Congress. A new Advisory Committee on Exhibits in the library has, likewise, been created and is made up of Mr. McCosker and his assistant and ten members of the regular staff of the Library of Congress.

Janet Agnew, formerly assistant profes-

sor in the Library School of Louisiana State University, has been appointed librarian of Sweet Briar College to succeed Doris Lomer, retired.

Mrs. Carroll Bishop is acting librarian of the Arkansas State Teachers College in the absence of Mrs. Constance Mitchell who has been appointed acting secretary and librarian of the Arkansas State Library Commission.

Eleanor Ross, assistant in the catalog department, Oregon State College, has resigned to become assistant librarian in charge of reference work with documents in the National Archives, Washington, D.C.

Eugene H. Wilson, of Iowa State College, has been appointed director of internal processes in the United States Department of Agriculture in Washington. Robert W. Orr, formerly reference librarian of Iowa State College, has succeeded Wilson as assistant librarian.

Sara M. Price, a graduate of Syracuse University, has been appointed librarian of the business library of Temple University.

Elizabeth Windsor has been appointed librarian of Coe College, Cedar Rapids, to succeed Betty Pritchett, who retired in October after serving as librarian since 1921. Miss Windsor was formerly reference librarian at Coe.

J. Periam Danton, librarian of Temple University, is on leave of absence as lieutenant (jg) in the United States Naval Reserve. Danton, librarian of the Sullivan Memorial Library since 1936, left on December 19 for the Naval Air Training Station at Quonset Point, R.I.

Louis M. Nourse, librarian of the Kansas City, Mo., Public Library since 1939, has been appointed assistant librarian

of the St. Louis Public Library, of which Charles H. Compton is librarian. Nourse assumed his new duties in December.

Dorothy Wells, formerly documents librarian at Fort Hays, Kansas State Teachers College, has been appointed librarian of the Bureau of Government Research, University of California at Los Angeles. She has been succeeded by Margaret van Ackeren.

George B. Utley, librarian of the Newberry Library since 1922, retired on September 1, 1942, and was succeeded by Stanley M. Pargellis, formerly of the history department of Yale University.

Wendell W. Smiley, formerly librarian of Georgia Teachers College, Collegeboro, is now librarian of Mercer University, Macon, Ga.

Charles H. Stone, until recently assistant librarian and director of library science at the College of William and Mary, Williamsburg, Va., is now librarian of the Georgia Teachers College.

Ralph H. Parker, director of libraries of the University of Georgia, has been granted a leave of absence for military service and is serving with the Army Quartermaster Corps. Wayne S. Yena-wine has been named acting director.

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## New Committee of Reference Librarians Section

A NEW COMMITTEE of the Reference Librarians Section of the A.C.R.L. has now been organized to consider and promote the compilation of needed reference tools and the publication of writings and studies in the field of reference work. The committee is composed of: Harold Russell, reference librarian, University of Minnesota, chairman; Mrs. Brainard Cheney, reference librarian, Vanderbilt University Library; Fanny Alice Coldren, reference librarian, University of California; Margaret Hutchins, School of Library Service, Columbia University; Dorothy Sinclair, senior assistant, general reference department, Enoch Pratt Free

Library; Margaret L. Stapleton, senior assistant, reference department, Detroit Public Library; and Clara Van Sant, reference librarian, Tacoma Public Library.

The committee will welcome advice and suggestions from librarians everywhere. The effectiveness of its work will depend to a large extent upon the diligence of library workers in bringing their felt needs to its attention. Communications should be sent to the chairman of the committee or one of its members.

MARY N. BARTON, *Chairman*  
*Reference Librarians Section*

# Engineering School Libraries Section

THE ENGINEERING SCHOOL LIBRARIES SECTION of A.C.R.L. was formally accepted by the Association at the Milwaukee Conference of the American Library Association. The officers are: Harold Lancour, librarian, Cooper Union, *chairman*; and Brother Aurelian Thomas, director of libraries, Manhattan College, *secretary*.

Members of the executive committee are:

William N. Seaver, librarian, Massachusetts Institute of Technology;

Hilda J. Alseth, librarian, College of Engineering, University of Illinois; and

Marvin A. Miller, librarian, University of Arkansas.

The new section has completed its organization and has drawn up a constitution which describes its objects as follows:

To promote library service and librarianship in engineering schools, to encourage mutual cooperation with other organizations

in the field of engineering education, and to carry out a program of activities designed to advance the standards of library service in engineering schools.

Two projects to be undertaken by the section have been outlined and agreed upon. The first is a compilation of a checklist of more than five hundred copies of scientific periodicals received from Axis-occupied countries since the outbreak of the war. The other is the establishment of standard engineering library procedure. A news sheet is being edited by the chairman of the section and distributed among the membership. A system of exchanging books, periodicals, and films is being worked out.

More than half of the directors of accredited engineering school libraries in this country have joined the new organization. Any member of A.C.R.L. affiliated with or interested in the work of engineering libraries is eligible for membership.



# Nominations for A.C.R.L. Officers, 1943-44

## *President*

Shaw, Charles B., librarian, Swarthmore College, Swarthmore, Pa.

## *Vice President (one to be elected)*

Helm, Margie M., librarian, Western Kentucky State Teachers College, Bowling Green.

Kuhlman, A. F., director, Joint University Libraries, Nashville, Tenn.

Lyle, Guy R., librarian, Woman's College of the University of North Carolina, Greensboro.

Rice, Paul North, chief, reference department, New York Public Library, New York City.

Ver Nooy, Winifred, reference librarian, University of Chicago.

## *General Director (one to be elected)*

Ellsworth, Ralph E., director of libraries, University of Colorado, Boulder.

Keith, Effie A., acting librarian, Northwestern University, Evanston, Ill.

McCarthy, Stephen A., director, University of Nebraska Libraries, Lincoln.

Tremaine, Marie, associate head, reference division, Public Library of Toronto, Toronto, Ont., Canada.

## *Treasurer (one to be elected)*

Cooper, Vera S., librarian, De Pauw University, Greencastle, Ind.

Mason, John Russell, librarian, George Washington University, Washington, D.C.

## *Representative on A.L.A. Council, 1942-46 (both to be continued in office)*

Danton, J. Periam, librarian, Temple University, Philadelphia.

McCombs, Charles F., superintendent, main reading room, New York Public Library, New York City.

## *Representative on A.L.A. Council, 1943-47 (one to be elected)*

Backus, Joyce, librarian, San Jose College, San Jose, Calif.

Gifford, Florence M., head, reference division, Cleveland Public Library, Cleveland.

Gosnell, Charles F., librarian, Queens College, Flushing, N.Y.

McAllister, Samuel W., associate director, University of Michigan Library, Ann Arbor.

Van Wormer, Grace, acting director, State University of Iowa Libraries, Iowa City.

#### *Agricultural Libraries Section*

Chairman: Day, Emily L., librarian, Beltsville Branch, U.S. Department of Agriculture, Beltsville, Md.

Secretary: Krueger, Ruth C., circulation librarian, Oregon State College, Corvallis.  
(Election already held)

#### *College Libraries Section*

Chairman: Richards, Elizabeth M., librarian, Flora Stone Mather College, Cleveland.

Secretary: Reb, Christine, librarian, Baker University, Baldwin, Kan.

#### *Engineering School Libraries Section*

Chairman: Lancour, Harold, librarian, Cooper Union, New York City.

Steele, Nell, librarian, Armour College of Engineering, Illinois Institute of Technology, Chicago.

Secretary: Brother Aurelian Thomas, director of libraries, Manhattan College, New York City.

Miller, Marvin A., librarian, University of Arkansas, Fayetteville.

(To be continued in office in 1943-44)

#### *Junior College Libraries Section*

Chairman: Clay, Mary, librarian, Northeast Junior College, Monroe, La.

Secretary: Brown, Jasper L., librarian, Highland Park, Mich.

Smith, G. David, Herzl Junior College, Chicago.

#### *Reference Librarians Section*

Chairman: Barton, Mary N., Enoch Pratt Free Library, Baltimore.

Secretary: Dalton, Jack, Alderman Library, University of Virginia, Charlottesville.

(To be continued in office in 1943-44)

#### *Libraries of Teacher-Training Institutions Section*

Chairman: Tichenor, Miss Barcus, librarian, Ball State Teachers College, Muncie, Ind.

Secretary: Weicking, Emma, librarian, Mankato State Teachers College, Mankato, Minn.

#### *University Libraries Section*

Chairman: Beals, Ralph A., University of Chicago Library, Chicago.

Secretary: Hintz, Carl W., University of Maryland Library, College Park.

*By request of the A.G.R.L. Board of Directors, voting on these nominees is deferred until the first election after the war emergency.*

### **Section Nominating Committees**

#### *Agricultural Libraries Section*

Wilson, Eugene H., chairman (U.S. Department of Agriculture Library, Washington, D.C.)

Currell, Sarah C.

Payson, Lois B.

*College Libraries Section*

Krueger, Hanna Elsa, chairman (acting librarian, Carroll College, Waukesha, Wis.)  
Clark, Isabelle  
Fenton, Dorothy

*Engineering School Libraries Section*

McGee, Florence M., chairman (cataloger, Michigan College of Mining and Technology Library, Houghton.)  
Graham, Cornelia  
Hyde, William H.

*Junior College Libraries Section*

Engleman, Lois E., chairman (librarian, Colby Junior College, New London, N.H.)  
Baker, Maysel O'H.  
Hughes, Mr.

*Reference Librarians Section*

Taylor, Jean K., chairman (chief reference librarian, Queens Borough Public Library, Jamaica, N.Y.)  
Black, Dorothy M.  
Leonard, Ruth S.

*Libraries of Teacher-Training Institutions Section*

Armstrong, Hazel, chairman (librarian, State Teachers College, Terre Haute, Ind.)  
Clausen, Malvina  
Palmer, Grace

*University Libraries Section*

Carlson, William H., chairman (librarian, University of Arizona, Tucson)  
Ellsworth, Ralph E.  
Russell, John Richmond

*A.C.R.L. Nominating Committee*

McCrum, Blanche P., chairman (librarian, Wellesley College, Wellesley, Mass.)  
Floyd, Mary  
Johnson, B. Lamar  
McCombs, Charles F.  
Miller, Robert A.